Welcome Students from all Disciplines!

*This course is about the interconnected effects of race, class and gender on people in America. The aim is to expand student’s awareness of how structured systems of inequality work.* Students will understand how inequalities affect people’s health, life chances, self-concept, and material well-being. The course aims to show the adverse effects of institutionalized inequality on socially disadvantaged people. As well as the positive effects of privilege on those who are in the haves. It is so important that students see how categories of difference are created, the way we experience difference and how we assign meaning to difference via the institutions of family, economy, culture, politics, law, science, public policy, crime, language and so forth. Students can use this understanding to analyze and think critically about how local, state, national, and global institutions are shaped and how institutions affect their own lives. *The main objective of this WKU On Demand course is to help students begin their own process of asking big questions and writing essay analyses that explore new ideas and challenge any preconceptions of ideological frameworks.*

*If you think education is expensive---try ignorance—Derek Bok*

Sociology 362 (WKU On Demand) is an upper-level general education course. It serves as an elective in Sociology majors and minors, and an elective in Women Studies. This course fulfills the category E (World cultures and American cultural diversity) general education requirement at Western Kentucky University.
Objectives

The course will help students attain these general education goals and objectives:

- The capacity for critical and logical thinking
- Skills in reading, writing, and speaking
- A historical perspective and an understanding of connections between past and present
- An appreciation of the complexity and variety in the world’s cultures
- An understanding of society and human behavior

[Sociology 362 is an interdisciplinary course for Women’s Studies—noting that gender is central to our understanding of society, we will focus and direct our attention to how gender constructs our social world. “We see gender everywhere, organizing personal lives, emotions, bodies, intimate relationships, friendships, families, work places, economy, politics—the whole social world.” This course is thus cross-listed with Women’s Studies as an approved elective for the Women’s Studies minor at WKU.]

Inspirations exists, but it has to find you working—Pablo Picasso

Course Goal

The goal is to have students gain greater insight into the institutional dynamics within which race, class, and gender experiences unfold.

This WKU On Demand course is very well suited to a liberal arts education. Examining analytical and interdisciplinary approaches to learning about social change and social justice, the course can ultimately teach a student to think for oneself on the subjects of social change and social justice. The course can help students rethink the concept of academic rigor; honor their individual self-expression; and give them a plurality of voices (See the attached suggested reading list) to read and hear new ideas about social change and social justice. The suggested reading list will allow the student to cover a brief study of social sciences and humanities: such as sociology, philosophy, religion and political science to explore the facts and the theoretical frameworks they can use to analyze inequality and social justice.

Specific Course Requirements

Reading the suggested articles (the voices) and/or journal articles, books, case-studies, etc., of readings of the student’s choice should give the student an understanding of the historical and cultural roles that race, class, and gender have played or are playing—especially in America during the nineteenth and twentieth centuries—and to study specific instances of social justice and revolutionary thought. Extending learning in race, class and gender explores social institutions; from work to family to education, with a race, class and gendered lens.

Some students may find that their community volunteer work, their experiences with grassroots social change projects, and their environmental justice work will give them insight
into the most basic aspect of social change: organizing activities and raising awareness around the intersectionality of race, class, and gender oppression. Such knowledge and experiences can be written into the student’s compiled collection of required essay analyses.

Finally, I will hope the student(s) typed essay analyses portfolio will follow the form of their own journey with justice.

**Specific Assignments (Typed Essay Analyses)**

Upon reading at least eighteen different readings *Students will be required to develop their own analytical and writing skills and use their writing of eighteen, (2) two page (single-spaced) typed essay analyses as their art to express their own analysis and thoughts on the subject of race, class and gender—to provide a deeper understanding of inequality and social justice on many institutional levels.*

Written essay projects can be divided into several different categories, all of which can be used to enrich the student’s curriculum, strengthen student’s writing skills, and provide integrated and thematic WKU On Demand opportunities. Student(s) time is precious and using one or two types of essay projects to analyze their readings may work best for some students.

- **Informational Essay Projects**—Students choose a subject they would like to learn more about. (i.e., social change, social justice)
- **Curriculum-Focused Essay Projects**—Projects are based on the curriculum content areas and are designed to enrich and teach students about a specific subject (i.e., Race, Class, and Gender inequality).
- **Thematic-Focused Essay Projects**—Projects are based on the theme being used in the curriculum (i.e., institutions, inequality, poverty, race, class, gender).

Once you have read and understand the syllabus and have reviewed the suggested readings. Formulate your ideas about what category your article analyses will fall into. Submit a short proposal (1 or 2 paragraphs) via email outlining your planned area of readings and writings.

**Textbook**
The required textbook for this course is *SOC362, Race, Class, and Gender*. The textbook is a collection of the following articles/readings and can be purchased from WKU’s University Bookstore.

Western Kentucky University Bookstore  
Downing University Center  
1906 College Heights Blvd. # 11042  
Bowling Green, KY 42101-1042  
http://www.bookstore.wku.edu  
(270)745-5800 (800)444-5155

1. “Making Sense of Race, Class, and Gender: The Discursive Construction of Class”; from *Making Sense of Race, Class, and Gender: Common Sense, Power, and Privilege in the US* by Celine-Marie Pascale

4. “Abandoned before the Storms: The Glaring Disaster of Gender, Race, and Class Disparities in the Gulf” from *There Is No Such Thing as a Natural Disaster: Race, Class, and Hurricane Katrina* by Avis A. Jones-Deweever and Heidi Hartmann.


12. “Housing and Education: The Inextricable Link”; from *Segregation* by Deborah L. McKoy and Jeffery M. Vincent.


14. “Complex Inequality: The Interplay Among Gender, Class, and Racial Inequality” from *Complex Inequality: Gender, Class, and Race, in the New Economy* by Leslie McCall


You are strongly encouraged to follow your own preferred reading and research on race class and gender studies and use your research for the course assignments as well.

**Other Suggested Readings**

This book is available in the WKU Library

_Making Sense of Race, Class, and Gender: Common Sense, Power, and Privilege in the US._ by Celine-Marie Pascale

The following readings are not held in the WKU Library, but may be available via InterLibrary Loan. Call 270-745-6118 for more information.


The student will find in these readings a feminist approach to social issues, critical examinations of feminist philosophical theories; thus allowing you to develop critical thinking skills and rhetoric related to feminist thought.

The readings will give the student(s) frameworks through which to analyze the interactions of the various communities in which they live.

Some of the articles will address issues of social change concerning the gay, bisexual, lesbian, and transgender communities, which is a crucial component in understanding gender identity and social change.

One article in particular examines how language functions in society to uphold systems of oppression, (racism, classism and sexism) and how language can be used to break down these systems? What is the student’s own personal responsibility within these systems of oppression?

Several readings not only give a solid understanding of historical events, but also introduce literature embedded in periods of social change. These readings explore the concepts of race, class, gender, and sexuality in American history, and how they interact in society. Reading these articles will complement and enhance the student’s understanding of writing for social change.

Finally, a few of the readings are embedded in periods of social change that were written to raise awareness of limiting gender roles.

**As students think about their essay analyses (topics), they can think upon these focusing questions:**

1. What common historical and sociological factors do race, class, and gender oppression have in common? What patterns do you see in their causes and effects?

2. What methods (structural functionalism, conflict, feminism and symbolic interactionism) have played a role in social change? How have individuals expressed themselves and integrated social change into their daily lives?

3. How have sociologists gone about communicating the need for and importance of social change?

4. Who have the influential sociological writers been in the history of social change in America in the nineteenth and twentieth centuries, as well as contemporarily?
Rationale for Student Essay Analyses:

In a global society dominated by intersecting oppressions and vast inequality, the writings of and about social justice is crucial. Understanding the concepts of race, class, gender, culture and sexuality not only afford students a broad and multifaceted perspective on social justice issues, but also engenders an understanding of how individuals and groups work for change on personal, communal and global levels.

In the WKU On Demand course students will work independently to select their essay topics. Hopefully, the topics will capture their own learning goals and objectives. As mentioned before, Sociology 362 offers a suggested list of readings a student can choose from to help with their own analysis and thoughts on the subject of race, class and gender. Again, these readings only serve as a base for understanding the interconnected effects of race, class and gender on people in America. Making the course a truly independent optimum; again, other research/readings of the students’ choice can also be implemented into the writing of the eighteen required typed (2) two page essay analyses.

The aim of this writing project is to expand student’s awareness of how structured systems of inequality work. Through their writings students will understand how inequalities affect people’s health, life chances, self-concept, and material well-being. As well as the positive effects of privilege on those who are in the haves. The WKU On Demand writing project should help students gauge the adverse effects of institutionalized inequality on socially disadvantaged people.

Students must demonstrate how their essay analyses relate to how race, class, and gender impact American institutions and again, students can use their study of the suggested readings, their own selection of readings and their own research and writings to understand, to analyze, and think critically about how local, state, national, and global institutions are shaped and how these institutions affect their own lives.

Students will need to invest an appropriate amount of time into their WKU On Demand from the start. There are no scheduled class meetings for the WKU On Demand Course.

Golden Rules for Race, Class, Gender WKU On Demand Course

- Read the suggested readings
- Follow strongly too your own preferred reading and research on race class and gender studies
- Select your topics
- Outline your essays as you study the significance of race, class and gender
- Create, Write and type your essay analyses
- Do not copy and paste, write your essay analyses yourself
Referencing

Referencing is a reliable process of acknowledging another person’s ideas, which you can use in your own typed essay analyses.

Why cite references?

- Avoids Plagiarism.
- Acknowledges the work of other writers.
- Enables other researchers to trace your sources.
- Demonstrates the depth of your research.

Which style to use?

- There are many acceptable forms of referencing.
- Specific referencing styles may be used in some subject areas.
- All referencing styles change as new editions of the manuals are published and new methods of publishing are established.

These styles are international standards and have style manuals to refer to for further examples.

Referencing styles

<table>
<thead>
<tr>
<th>Style</th>
<th>Updated</th>
<th>Subject</th>
</tr>
</thead>
<tbody>
<tr>
<td>APA</td>
<td>February 2010</td>
<td>Sociology, Psychology, Nursing</td>
</tr>
<tr>
<td>Chicago</td>
<td>December 2010</td>
<td>Multidisciplinary, History</td>
</tr>
<tr>
<td>MLA</td>
<td>July 2010</td>
<td>English</td>
</tr>
</tbody>
</table>

The assignment (Typed Essay Analyses-Single Space) submission mode is by Blackboard. And, I will respond to essay analyses within one to two weeks with questions, comments and your grade/points. Again, this WKU On Demand course is expected to be completed in (9) nine months with high-quality typed essay analyses. Students have (9) nine months from the day they register to complete the course. However, the course can be completed in (1) one semester or sooner, but if additional time is needed the (9) nine months window is applicable to students needing the additional time. To complete the course within nine months you should be writing two to three essay analyses per month. See the suggested time frame for a 1 semester-16 week’s schedule of completion:
Suggested 1 semester timeline -16 week Syllabus Schedule

If you need to complete this WKU On Demand Course within one semester, use the following suggested timeframe.

**Week 1:** Once you have read and understand the syllabus and have reviewed the suggested readings. Formulate your ideas about what category your article analyses will fall into. Submit a short proposal (1 or 2 paragraphs) via email outlining your planned area of readings and writings. Submit as soon as possible (preferably within the first week)

**Week 2:** All Short proposals are due (Worth 50 points)

**Week 3:** Read some of the suggested readings

**Week 4:** Read more of the suggested readings

**Week 5:** Read your own preferred readings

**Week 6:** Read more of your own preferred readings

**Week 7:** 2 essay analyses are due; continue reading (Worth 50 points)

**Week 8:** 2 essay analyses are due; continue reading (Worth 50 points)

**Week 9:** 2 essay analyses are due; continue reading (Worth 50 points)

**Week 10:** 2 essay analyses are due; continue reading (Worth 50 points)

**Week 11:** 2 essay analyses are due; continue reading (Worth 50 points)

**Week 12:** 2 essay analyses are due; continue reading (Worth 50 points)

**Week 13:** 2 essay analyses are due; continue reading (Worth 50 points)

**Week 14:** 2 essay analyses are due; continue reading (Worth 50 points)

**Week 15:** 2 essay analyses are due (Worth 50 points)

**Week 16:** Required Final Exam (Worth 50 points)

There is no extra credit!
Required Final Exam

There is a final exam in addition to the required eighteen (2) two page typed single space essay analyses. *The final exam will consist of five questions whereby students can choose any two of five questions to write two short response essay analyses (two paragraphs each).* The questions will capture the overall Race, Class and Gender themes of social inequality, social justice and social change.

The final exam must be taken at in a proctored testing center. The exam may be taken at the DELO Testing Center, located in Garrett Conference Center at WKU, or at another testing site if you live elsewhere. All information regarding scheduling your exam is located in the *WKU On Demand tab* in your main course menu. If you have questions after you have read this information, call the WKU On Demand office at 270-745-4158, 270-745-4159, or 1-800-535-5926 or email il@wku.edu.

GRADING for the TYPED ESSAY ANALYSES and the FINAL EXAM ESSAY ANALYSES

Total Points that can be earned for both the essay analyses and the final exam:

- 500-550= A+
- 450-499= A
- 400-449= B+
- 350-399= B
- 300-349= C+
- 250-299= C
- 200-249= D
- Below 199= F

Grading the Final Exam

Grades will be assigned on the following scale for the final exam *(Students are required to write two short response essay analyses (two paragraphs each))*

- A= truly, exceptional and outstanding responses
- B= solid, acceptable responses
- C= okay, acceptable responses
- D= fair, acceptable responses
- F= below acceptable responses
## Grading Essay Analyses

<table>
<thead>
<tr>
<th>A+</th>
<th>A</th>
<th>B+</th>
<th>B</th>
<th>C+</th>
<th>C</th>
<th>D</th>
<th>F</th>
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<tbody>
<tr>
<td>Exceptionally well thought-out essays, with exceptionally well written themes, concepts and ideas, reflecting independent learning</td>
<td>Very well thought-out essays with very well written themes, concepts and ideas, reflecting independent learning</td>
<td>Well thought-out essays reflecting independent learning</td>
<td>Has thought-out essays written for independent learning</td>
<td>Has minimal plan for independent learning</td>
<td>Has minimal plan for independent learning</td>
<td>Poorly written essays that do not demonstrate a good degree of learning</td>
<td>Student copied and pasted material from the Internet, or otherwise broke the code of academic dishonesty.</td>
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<tr>
<td>Significant synthesis of information</td>
<td>Significant synthesis of information</td>
<td>Very good synthesis of information</td>
<td>Good synthesis of information</td>
<td>Okay synthesis of information</td>
<td>Minimal synthesis of information</td>
<td></td>
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<tr>
<td>Demonstration of significant learning through exceptionally written essay analyses, including at least 20 recent bibliographic references (at least two per essay)</td>
<td>Demonstration of significant learning through excellently written essay analyses, including at least 12 recent bibliographic references</td>
<td>Demonstration of significant learning through very well written essay analyses, including at least 10 recent bibliographic references</td>
<td>Demonstration of significant learning through written essay analyses, including at least 7 recent bibliographic references</td>
<td>Demonstration of significant learning through written essay analyses, including at least 5 recent bibliographic references</td>
<td>Demonstration of significant learning through written essay analyses, including at least 3 recent bibliographic references</td>
<td>Student failed to provide any evidence of learning</td>
<td></td>
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<tr>
<td>Essays length equivalent to a total of 36 pages (total of eighteen 2 full page essays), typed single-spaced</td>
<td>Essays length equivalent to a total of 30 pages, typed single-spaced</td>
<td>Essays length equivalent to a total of 30 pages, typed single-spaced</td>
<td>Essays length equivalent to a total of 25 pages, typed single-spaced</td>
<td>Essays length equivalent to a total of 22 pages, typed single-spaced</td>
<td>Essays length equivalent to a total of 19 pages, typed single-spaced</td>
<td>Student purchased or copied essay analyses written by another student rather than performing his or her own work</td>
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Student Disability Services

In compliance with university policy at Western Kentucky University, students with disabilities who require accommodations (academic adjustments and/or auxiliary aids or services) for this course must contact the Office for Student Disability Services in DUC A-200 of the Student Success Center in Downing University Center. The phone number is 270-745-5004.

Please DO NOT request accommodations directly from the professor or instructor without a letter of accommodation from the Office for Student Disability Services.

Academic Misconduct

Academic Misconduct in any form is in violation of Western Kentucky University Student Disciplinary Regulations and will not be tolerated. This includes, but is not limited to: plagiarism and having someone else do your academic work. Depending on the act, a student could receive an F grade for the course, and could be suspended or expelled from Western Kentucky University.

Emails

The subject line must contain SOCL362 and your last name. I will answer emails within 48hrs M-F. Thanks for your cooperation!

Choosing to remain in this course means you accept the terms of this syllabus. You are responsible for the information content... SHINE and Use YOUR THINKING to CHANGE the WORLD!!!!!