Class, Race, and Gender

This course will examine the relationship between class, race, and gender in contemporary American society. After an historical overview of the origins and development of class, race, and gender, the course will provide an analysis of society and social structure on the basis of inequalities along class, race, and gender lines in order to explain the nature and dynamics of social structure within the context of contemporary American society.

Historically, racial and ethnic minorities, women, and working people in general have been excluded from centers of power and have not been able to affect decisions shaping their lives. Examining the processes by which these groups have been marginalized and analyzing the forces at work that affect their position in society, this course will raise important questions on race, gender, and class relations that form the basis of social relations in American society.

This course satisfies Core Objective 10 (Diversity and Equity)

**CO 10:** Students will demonstrate an understanding of diversity through courses that focus on race, ethnicity, gender, sexuality, religion, physical ability, language, and/or social class with an emphasis on the analysis of equity. Students will apply and evaluate approaches or modes of inquiry used to analyze diversity and equity and the social barriers to these goals.

**SLO #1:** Students will identify and understand the nature, dynamics, and contradictions of class, race, and gender inequality and its impact on social relations in contemporary American society.

**SLO #2:** Students will critically examine multiple theoretical perspectives on class, race, and gender that have broader historical dimensions and societal implications for equity.

**SLO #3:** Student will be able to analyze and articulate the history and social complexities of class, race, and gender relations that have broader economic and political consequences for diverse populations.

**SLO #4:** Students will analyze and interpret the impact of class, race, and gender inequalities in contemporary American society and evaluate institutional efforts to achieve equity.

How will the student learning outcomes related to Core Objective 10 be assessed?

**Assessment of SLO #1:** Percent correct/acceptable performance on essay exams requiring students to examine issues related to class, race and gender inequality. The exams will be supplemented by student oral presentations and group discussion on these three central dimensions of social relations in contemporary American society.
Assessment of SLO #2: Percent correct/acceptable performance on essay exams requiring students to understand competing theories of class, race, and gender and develop a critical analysis of the claims made by each of these theories through group discussions.

Assessment of SLO #3: Acceptable performance on student oral presentations based on a set of assigned readings on the complexities of class, race, and gender relations. Such presentations will be based on a detailed written outline based on the “guidelines for presentations” in the syllabus.

Assessment of SLO #4: Percent correct/acceptable performance on essay exams requiring students to demonstrate substantive knowledge of the impact of class, race, and gender inequalities. The exams will be supplemented by other forms of assessment specified in the course outline to evaluate institutional efforts to achieve equity.

Format:
Organized in a multimedia format, the course is designed to stimulate critical thinking about matters dealing with class, race, and gender through various methods of instruction, including lectures, films/video, and power point presentations. There will also be ample opportunity to discuss issues covered in the lectures, readings, and films through group discussion.

Attendance:
Attendance is required and will count as 20% of your course grade. It is recommended that you attend classes on a regular basis, as each class that is missed will count as minus 1.5 % of your course grade. There will be no excused absences, except for extreme cases of medical emergencies, such as hospitalization, with official documentation.

Exams:
There will be two mixed objective and short-answer essay exams given in this class, each counting as 30% of your course grade, if you are an undergraduate student. For graduate student grading scale, see the section on graduate students below. A study guide covering material over each exam period will be provided to you one week prior to each exam.

Presentations:
You will be asked to make an in-class presentation on a set of readings assigned for this course. The guide for preparing presentations is provided at the end of this syllabus. You will need to prepare a two page outline and a half page summary of your presentation and turn it in to me prior to your presentation. The presentation is worth 10% and the outline and summary 5% of your course grade.

Class participation:
Twice during the semester you will be asked to participate in a group discussion on a topic relevant to the lectures, films, and readings covered in this course. You will receive 2.5 points for participating in each of the two discussion groups, for a total of 5 points (or 5% of your course
Grading:
Grading will be based on the following: attendance (20%); two in-class exams (30% each); an in-class presentation (10%); a 2-page outline and a half page summary of in-class presentation (5%); and participation in group discussion (5%). The exams will be in multiple-choice, true-false, and short-answer essay format, and will include questions on the lectures, readings, films, video, and other materials presented in class. There will be no make-up exams given in this course.

Grades: The grade distribution for this course is as follows:

- 94-100 A
- 90-93 A-
- 87-89 B+
- 83-86 B
- 80-82 B-
- 77-79 C+
- 73-76 C
- 70-72 C-
- 67-69 D+
- 63-66 D
- 60-62 D-
- 59 and below F

Readings:
The following required readings for this course are available at the university bookstore and on-line on electronic reserves through the university’s web site at www.unr.edu

Michael Zweig, *What’s Class Got To Do With It?* (bookstore)
*Readings in Class, Race, and Gender* (electronic reserves)

Readings marked “G*” at the end of some articles or chapters in this syllabus are for presentations by graduate students. However, everyone is required to do these readings for the three exams.

Graduate Student Requirements:
Graduate students signing up for Soc 690 must meet all course requirements for Soc 490 as stated above and complete the following additional requirements: do additional readings marked “G*”; participate in group discussions; and write a 12-15 page term paper on a topic covered in this course, with prior approval of the instructor of an outline and summary of the proposed topic and paper.

Graduate Student Grading:
Grading for graduate students will be based on the following: attendance (20%); two in-class exams (20% each); an in-class presentation (10%); a 2-page outline and a half page summary of in-class presentation (5%); participation in group discussions (5%); a 12-15 page term paper (20%).
Cell Phones and Laptops:
The use of cell phones, i-phones, i-pads, headphones, and laptops in class are strictly prohibited. Cell phones and i-phones must be turned off when entering the classroom and remain off until class is over. No e-mail, text messaging, video games, or other activities are allowed in class using any electronic devices. Laptops must be turned off and in closed position during the viewing of films, lectures, presentations and all other activities in class. Anyone violating these rules will be asked to leave the classroom and receive no attendance credit for that day.

Students with Disabilities:
Any student with a documented disability needing academic assistance or accommodation is requested to see me or contact the Disability Resource Center as soon as possible to arrange for appropriate accommodations.

Cheating and Plagiarism:
Any student engaged in cheating or plagiarism will automatically receive an “F” for the course and will be reported to the appropriate academic dishonesty office for immediate disciplinary action. For information regarding what constitutes academic dishonesty, see the UNR web page.

Statement on Audio and Video Recording: "Surreptitious or covert video-taping of class or unauthorized audio recording of class is prohibited by law and by Board of Regents policy. This class may be videotaped or audio recorded only with the written permission of the instructor. In order to accommodate students with disabilities, some students may be given permission to record class lectures and discussions. Therefore, students should understand that their comments during class may be recorded."

Course Outline

Part I: Class, Race, and Gender: An Overview (Aug 27, Sept 3)

Berch Berberoglu, “Class, Race, and Gender,” in Class Structure and Social Transformation, Ch. 7. (“G*”)


Part II: Class Structure and Class Conflict (Sept 10, 17, 24, Oct 1)

Alvin Y. So, “Class Structure and Class Conflict in Advanced Capitalist Society” in B.
Berberoglu (ed.), *Globalization and Change*, Ch. 2.


Katie Quan, “Global Strategies for Workers,” in M. Zweig (ed.), *What’s Class Got To Do With It?* pp. 94-109.

**October 8: Exam I**  
**Part III: Race, Racism, and Racial Oppression (Oct 15, 22, 29)**


Berch Berberoglu, “Du Bois and Frazier on Race, Class, and Social Emancipation,” in B. Berberoglu (ed.), *An Introduction to Classical and Contemporary Social Theory*, Ch. 9 (“G*”)


Michael Reich, *Racial Inequality: A Political-Economic Analysis*, Ch. 1, 8 (“G*”)


Angela Davis, *Women, Race, and Class*, Ch. 9.

Part IV: Gender, Patriarchy and Women's Oppression (Nov 5, 12, 19)

Albert Szymanski, “The Structure of Patriarchy and Class,” in A. Szymanski, *Class Structure: A Critical Perspective*, Ch. 12, Part 1, 2 (“G***”)

Berch Berberoglu, “Kollontai on Class, Gender, and Patriarchy” in B. Berberoglu (ed.), *An Introduction to Classical and Contemporary Social Theory*, Ch. 8 (“G***”)


Martha Gimenez, “Recent Developments in Contemporary Feminist Theory,” in B. Berberoglu (ed.), *An Introduction to Classical and Contemporary Social Theory*, Ch. 18 (“G***”)


Dorothy Sue Cobble, “When Feminism Had Class,” in M. Zweig (ed.), *What’s Class Got To Do With It?* pp. 23-34.


Johanna Brenner, *Women and the Politics of Class*, Ch. 3 (“G***”)


Part V: Prospects for Change (Dec 3)

Walda Katz-Fishman et. al., “Global Capitalism, Class Struggle, and Social Transformation,” in B. Berberoglu (ed.), *Globalization and Change*, Ch. 8 (“G***”)

William Tabb, “Neoliberalism and Anticorporate Globalization as Class Struggle,”
in Zweig, *What’s Class Got to Do With It?* pp. 63-76.


**Exam II (Final Exam): Finals Week.**

**Guidelines for Presentations**

You must comply with the following rules to receive appropriate credit for your in-class presentation, which counts as a total of 15 percent of your course grade – consisting of the presentation (10%) and a detailed 2-page outline and half-page summary of the presentation (5%).

1. All presentations must be based on the assigned readings for the topic(s) under consideration, as listed in the course syllabus;

2. Everyone in class is responsible for all the required readings on a weekly basis; you may be called upon to participate in class discussions at the end of each presentation;

3. Presentations shall be 10 to 15 minutes in length, followed by a question-and-answer period; points will be deducted from presentations that are less than 10 or are more than 20 minutes long;

4. You must provide a 2-page detailed outline including a half-page summary of your presentation prior to your presentation. Late submission will be subject to a two point (2%) penalty;

5. You must bring a copy of your outline and summary to class for your presentation;

6. No credit will be given if an outline and summary is not turned in by the date of your presentation;

7. You are not to read your outline or notes to the class; you must present your topic to the class (however, you can occasionally refer to your notes or the outline to refresh your memory, as the need arises). Those who read their presentations in class, directly from either their notes or their outline, will receive no credit for 10% of their course grade;

8. You can use a multi-media approach in your presentation (with power point, overheads, video clips, charts, graphs, handouts, etc.), if you wish to do so;

9. You will be graded on the quality, substance, and analytical strength of your presentation, not on its length, per se, except as indicated above regarding the required minimum and maximum duration.

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**Note:**

* All things on this syllabus are subject to change at the discretion of the instructor.