

The University Of Toledo

Existing Graduate Course Modification Form

* denotes required fields

Contact Person*: Phone: (xxx - xxxx) Email:

Present

Supply all information asked for in this column. (Supply core, research intensive and transfer module info if applicable)

College*:

Dept/Academic Unit*:

Course Alpha/Numeric*:

Course Title:

Credit hours: Fixed: or Variable: to

CrossListings:

To add a course, type in course ID and click the Insert button.

To remove a course, select the course on left and click the Remove button.

Prerequisite(s)(if longer than 50 characters, please place it in Catalog Description):

Corequisite(s)(if longer than 50 characters, please place it in Catalog Description):

Proposed

Fill in appropriate blanks only where entry differs from first column.

College:

Dept/Academic Unit:

Course Alpha/Numeric:

Course Title:

Credit Hours: Fixed: or Variable: to

CrossListings:

To add a course, type in course ID and click the Insert button.

To remove a course, select the course on left and click the Remove button.

Prerequisite(s)(if longer than 50 characters, please place it in Catalog Description):

Corequisite(s)(if longer than 50 characters, please place it in Catalog Description):

Catalog Description (*only if changed*) 75 words max:

Catalog Description (*only if changed*) 75 words max:

After examination of the historical development of stratification (social classes), the course will examine contemporary theoretical and empirical research of social stratification in social inequality.

This course examines theories and research on diversity and inequality. Possible topics include social class, race, gender, sexual orientation and disability, plus evaluating the interconnections between these areas.

Has course content changed?

Yes


No


If course content is changed, give a brief topical outline of the revised course below(less than 200 words)

Proposed effective term*: (e.g. 201140 for 2011 Fall)

File Type	View File
Syllabus	View

List any course or courses to be deleted.

Effective Date: 








Effective Date: 

Comments/Notes:


Rationale:

The title and description change reflect more contemporary terms regarding difference and inequality. The new title also is more accessible to students outside of sociology who are interested in issues of diversity and inequality.

Approval:

Department Curriculum Authority:	<input type="text" value="Barbara Coventry"/>	Date	<input type="text" value="2016/11/01"/>
			
Department Chairperson:	<input type="text" value="Patricia Case"/>	Date	<input type="text" value="2016/11/02"/>
			
College Curriculum Authority or Chair:	<input type="text" value="David Black"/>	Date	<input type="text" value="2017/01/27"/>
			
College Dean:	<input type="text" value="Barbara Schneider"/>	Date	<input type="text" value="2017/03/30"/>
			
Graduate Council:	<input type="text" value="Constance Schall, GC mtg 4/18/17"/>	Date	<input type="text" value="2017/04/19"/>
			
Dean of Graduate Studies:	<input type="text" value="Amanda C. Bryant-Friedrich"/>	Date	<input type="text" value="2017/05/01"/>
			
Office of the Provost :	<input type="text"/>	Date	<input type="text"/>
			

Administrative Use Only

Effective Date:  (YYYY/MM/DD)

CIP Code:

Subsidy Taxonomy:

Program Code:

Instructional Level:

Registrar's Office Use Only

Processed in Banner on: 

Processed in Banner by:

Banner Subject Code:

Banner Course Number:

Banner Term Code:

Banner Course Title:



SOCIOLOGY 6640:

Diversity and Inequality

FALL 2016

Barbara Thomas Coventry, Ph.D

OFFICE HOURS: M 1:30-3:00, T & R
9:45-11:00, T 2:00-3:00 and by appt
OFFICE: 2680F University Hall
PHONE: 419-530-4299
E-mail: Barbara.Coventry@utoledo.edu

CLASS LOCATION: 2550 U-Hall
CLASS TIME: M 3:30-6:00
CREDIT HOURS: 3

CATALOG DESCRIPTION

Seminar on selected topics in the field of sociology.

COURSE OBJECTIVES

The purpose of this course is to explore issues of diversity and inequality in society. This course examines both classic and contemporary theory and research on diversity and inequality. We will focus primarily on social class, race, gender, sexual orientation and disability, while also critically evaluating the interconnections between these areas. Students will gain understanding of and think critically about the theories and research studies related to inequality. They will also be able to explain relationships between dominant and non-dominant groups in societies and how elements of social structure affect various groups. Students also will demonstrate the ability to synthesize material from various sources in their writing on diversity and inequality.

ORGANIZATION

During the first three-quarters of the course, the course will revolve around the assigned readings. Students will read assigned material each week and come to class prepared to discuss the topic. Students are required to write three papers (from three different areas of intersectionality, social class, race, gender, sexual orientation and disability) on the readings. On most of the weeks when students do not write papers, they will formulate discussion questions and/or write research summaries on readings.

Given the vastness of the area, not all issues related to diversity and inequality could be covered in one semester. Therefore, the last quarter of the course will be driven by students' interests in specific areas of diversity and inequality. Students will choose a specific topic, determine readings, give a presentation and lead the class in the discussion of the topic. This topic also will be the subject of the student's final paper. Students must sign up for the week and topic of their presentations by October 8th. Depending on student enrollment on one or more of student choice weeks, each student will choose a reading for the class to read; if implemented, additional information will be provided.

READINGS

Electronic Readings. Various journal articles and book chapters—see course Blackboard site.

COURSE REQUIREMENTS

Papers on Required Readings

Students are required to write three papers based on the required readings (for Weeks 2-11). The papers should focus on three of the following topic areas—intersectionality, class, race, gender, disability, and sexual orientation. Each week we concentrate on a topic, except for three of the topics—class, race, and gender—are covered over two weeks. One or two of the three papers should be written on the topics of class, race, and gender. For example, one student might do her three papers on class, race, and sexual orientation, while another student does his on intersectionality, gender, and disability.

Each paper should be considered a mini literature review (not an opinion or experiential essay) on a topic related to the readings. Not all readings need be included and other sources may be cited; be sure to include pertinent readings from earlier weeks. One of the major objectives of the papers is for students to integrate material from various sources—multiple readings assigned on that topic, readings from previous weeks, and other pertinent sources.

Papers must be double-spaced and four to five pages in length. The papers are due the class period that the readings are discussed. Since class, race, and gender are covered over two weeks, papers on those topics are due after the second week of readings on the topic.

Tips for Writing Papers

- Double Space.
- Proof read—spell check does not find all of your mistakes.
- **Don't ever plagiarize.** Use ASA or APA Style citation in text and reference list.

Discussion Questions

On the topics that students do not write papers on from weeks 2-11, they must write discussion questions on three topics. Students should formulate at least one question for each article and identify the question with the reading. Students must email their discussion questions to the professor by **Sunday 3:00pm** (the day before class).

Research Summaries

The readings for each of the six topics include at least one research article. On the topics that students do not write papers from weeks 2-12, students should choose two articles from two different topics in which to write research summaries. Students may do a research summary on the same week's readings that they do discussion questions. In a research summary, students should include the following elements: statement of the research problem, summary of the literature review, methods used, results, and discussion/conclusion. Research summaries should be about two pages long and are due at the beginning of the class in which the article is discussed.

Presentation

Each student will sign up to give a presentation and lead class discussion for the last class sessions. Ideally, two to three students will present in each of the class sessions. In the class period prior to their presentation, each student presenter will distribute copies of a reading on their topic. All students are required to read these materials and come prepared to discuss the topic. Presenters must have additional sources to draw from in their presentation and facilitation of the discussion. Each student's presentation / discussion should last approximately 25-30 minutes. Presenters should attempt to facilitate discussion throughout their presentation. Possible topics include: ethnicity, ageism, education, the media, housing, health/medicine, family, law, global context, diversity in other cultures, specific race/ethnicity. Students are invited to explore other topics not listed that deal with issues on diversity and inequality. Students must sign up for the week and topic by **October 10th**.

Final Paper

Students will write a paper (7-10 pages) on the topic of their presentation. The final paper will be due the class period after their presentation.

Attendance & Participation

All students are expected to participate in class and group activities. Class participation is extremely important in a course of this type. Both attendance and participation in each class session are required, including weeks when other students are presenting. Absences covered under the UT Missed Class Policy will be excused.

GRADING

Your final grade will be based on the class requirements. I will weigh the requirements as follows:

		BREAKDOWN OF FINAL GRADE	
A	94-100%		
A-	90-93%		
B+	87-89%		% of Total
B	83-86%	Papers (3) on required readings	30%
B-	80-82%	Questions on required readings (3 sets)	15%
C+	77-79%	Research Summaries (2)	10%
C	73-76%	Presentation	10%
C-	70-72%	Final Paper	20%
D+	67-69%	Attendance & Participation	15%
D	63-66%	<hr/> TOTAL	<hr/> 100%
D-	60-62%		
F	0-59%		

% = (your score divided by total points possible) x 100

POLICIES

Except for absences cover under the UT Missed Class Policy, **late work** will be reduced by one letter grade. One week after a paper is due, it will not be accepted, unless the absence is excused based the UT Missed Class Policy. Discussion questions will not be accepted after the class period on which the readings are discussed.

As the professor of this course, I abide by the following UT policies, which can be found on UT's website:

- Policy on Missed Classes—see UT website.
- Accessibility and Special needs—UT is committed to providing equal access to education for all students. If you have a documented disability or believe you have a disability and would like information regarding academic accommodations, please contact the Student Disability Services. The office is located at 1820 Rocket Hall, phone: 419.530.4981, VP: 419.530.2612, email: studentdisabilitysvs@utoledo.edu
- Academic Dishonesty—The work you submit must be **solely your own**. I have failed students for academic dishonesty, so don't cheat! Students are responsible for knowing what constitutes academic dishonesty—see the [Policy Statement on Academic Dishonesty](http://www.utoledo.edu/dl/students/dishonesty.html) at <http://www.utoledo.edu/dl/students/dishonesty.html>.

TOPIC SCHEDULE OUTLINE

1	Introduction
2	Intersectionality
3	Labor Day— NO CLASS
4	Social Class I
5	Social Class II
6	Race I
7	Fall Break— NO CLASS
8	Race II
9	Gender I
10	Gender II
11	Sexual Orientation
12	Disability
13	Students' Choice
14	Students' Choice
15	Students' Choice
16	Students' Choice
17	Finals Week

TENTATIVE SCHEDULE OUTLINE

(You are responsible for any announced changes).

WEEK 1 INTRODUCTION

WEEK 2 INTERSECTIONALITY

Cho, Sumi, Kimberlé Williams Crenshaw, and Leslie McCall. 2013. "Toward a Field of Intersectionality Studies: Theory, Applications, and Praxis." *Signs: Journal of Women in Culture and Society*, 38 (4): 785-810.

Crenshaw, Kimberlé Williams. 1989. "Demarginalizing the Intersection of Race and Sex: A Black Feminist Critique of Antidiscrimination Doctrine, Feminist Theory and Antiracist Politics." *University of Chicago Legal Forum*: 139–67.

Penner, Andrew M. and Aliya Saperstein. 2013. "Engendering Racial Perceptions: An Intersectional Analysis of How Social Status Shapes Race." *Gender & Society*, 27 (3): 319-344.

Roberts, Dorothy and Sujatha Jesudason. 2016. "Movement Intersectionality: The Case of Race, Gender, Disability, and Genetic Technologies." Pp. 474-484 in *Race, Class and Gender: An Anthology*, 9th edition edited by Margaret L. Andersen and Patricia Hill Collins. Belmont, CA: Wadsworth.

WEEK 3 Labor Day — No Class

WEEK 4 SOCIAL CLASS I

Davis, Kingsley and Wilbert E. Moore. 1945. "Some Principles of Stratification." *American Sociological Review* 10(2): 242-249.

Marx, Karl. 2006. "Classes in Capitalism and Pre-Capitalism." Pp. 21-35 in *Inequality: Classic Readings in Race, Class, and Gender*, edited by David B Grusky and Szonja Szelenyi. Boulder, CO: Westview.

Tumin, Melvin M. 1953. "Some Principles of Stratification: A Critical Analysis." *American Sociological Review* 18(4): 387-394.

Weber, Max. 2006. "Class, Status, and Party." Pp. 37-53 in *Inequality: Classic Readings in Race, Class, and Gender*, edited by David B Grusky and Szonja Szelenyi. Boulder, CO: Westview.

 WEEK 5 SOCIAL CLASS II

- Amedee, George L. 2013. "Movements Left and Right: Tea Party and Occupied Wall Street in the Obama Era." *Race, Gender & Class*, 20 (3-4): 33-39.
- Kristal, Tali. 2013. "The Capitalist Machine: Computerization, Workers' Power, and the Decline in Labor's Share within U.S. Industries." *American Sociological Review* 78(3): 361-389.
- Medeiros, Marcelo and Pedro HG Ferreira de Souza. 2015. "The Rich, the Affluent and the Top Incomes." *Current Sociology Review* 63: 869-895.
- Nelson, Linda Williamson and Maynard T. Robison. 2013. "Which Americans Are More Equal and Why: The Linguistic Construction of Inequality in America." *Race, Gender & Class*, 20 (1-2): 294-306.
- Piketty, Thomas. 2014. "Inequality and Concentration: Preliminary Bearings" Pp. 237- 270 in *Capital in the Twenty-First Century*. Cambridge, MA: Belknap Press.

 WEEK 6 RACE I

- Bloch, Katrina Rebecca. 2014. "'Anyone Can Be an Illegal': Color-Blind Ideology and Maintaining Latino/Citizen Borders." *Critical Sociology* 40(1) 47-65.
- Bonilla-Silva, Eduardo. 2006. "The Central Frames of Color-Blind Racism." Pp. 25-52 in *Racism without Racists: Color-Blind Racism and the Persistence of Racial Inequality in America*. Lanham, MD: Rowman & Littlefield Publishers.
- Omi, Michael A. 2001. "The Changing Meaning of Race." Pp. 243-63 in *America Becoming: Racial Trends and Their Consequences*, edited by N. J. Smelser, W. J. Wilson, and F. Mitchell. Washington, DC: National Academy Press.
- Phelan, Jo C., Bruce G. Link, and Naumi M. Feldman. 2013. "The Genomic Revolution and Beliefs about Essential Racial Differences: A Backdoor to Eugenics?" *American Sociological Review* 78(2): 167-191
- Saperstein, Aliya. 2012. "Capturing Complexity in the United States: Which Aspects of Race Matter and When?" *Ethnic and Racial Studies* 35 (8): 1484-1502.

 Week 7 Fall Break — No Class

 Week 8 RACE II

Bertrand, Marianne and Sendhil Mullainathan. 2004. "Are Emily and Greg More Employable Than Lakisha and Jamal? A Field Experiment on Labor Market Discrimination." *American Economic Review* 94(4): 991-1013.

Cornileus, Tonya Harris. 2013. "‘I’m a Black Man and I’m Doing this Job Very Well’: How African American Professional Men Negotiate the Impact of Racism on Their Career Development." *Journal African American Studies* 17: 444–460.

Ellen, Ingrid Gould, Justin P. Steil, and Jorge De la Roca. 2016. "The Significance of Segregation in the 21st Century." *City & Community* 15: 8-13.

Harris, Frederick C. 2015. "The Next Civil Rights Movement?" *Dissent* 63: 34-40.

Wilson, George, Vincent J. Roscigno, and Matt L. Huffman. 2013. "Public Sector Transformation, Racial Inequality and Downward Occupational Mobility." *Social Forces* 91(3): 975–1006.

 Week 9 GENDER I

Haynes, Felicity. 1999. "More Sexes Please?" *Educational Philosophy and Theory* 31: 189-203.

Laner, Mary Riege. 2000. "‘Sex’ versus ‘Gender’: A Renewed Plea." *Sociological Inquiry* 70: 462-74.

Nagoshi, Julie L., Craig T. Nagoshi, Heather K. Terrell, and Stephanie Brzuzy. 2014. "The Complex Negotiations of Gender Roles, Gender Identity, and Sexual Orientation among Heterosexual, Gay/Lesbian, and Transgender Individuals." *Journal of Ethnographic & Qualitative Research* 8: 205–221.

Westbrook, Laurel and Kristen Schilt. 2014. "Doing Gender, Determining Gender: Transgender People, Gender Panics, and the Maintenance of the Sex/Gender/Sexuality System." *Gender & Society* 28(1): 32-57.

 Week 10 GENDER II

Cha, Youngjoo. 2013. "Overwork and the Persistence of Gender Segregation in Occupations." *Gender & Society* 27 (2): 158-184.

Cotter, David, Joan M. Hermsen, and Reeve Vanneman. 2011. "The End of the Gender Revolution? Gender Role Attitudes from 1977 to 2008." *American Journal of Sociology* 117(1): 259-89.

Cundiff, Jessica L. and Theresa K. Vescio. 2016. "Gender Stereotypes Influence How People Explain Gender Disparities in the Workplace." *Sex Roles* 75:126–138.

Jacobs, Jerry A. and Kathleen Gerson. 2016. "Unpacking Americans' Views of the Employment of Mothers and Fathers Using National Vignette Survey Data: SWS Presidential Address." *Gender & Society* 30: 413–441.

van Hooff, Jenny H. 2011. "Rationalising Inequality: Heterosexual Couples' Explanations and Justifications for the Division of Housework along Traditionally Gendered Lines." *Journal of Gender Studies* 20(1): 19-30.

Week 11 SEXUAL ORIENTATION

Bernstein, Mary. 2015. "Same-Sex Marriage and The Future of the LGBT Movement: SWS Presidential Address." *Gender & Society* 29: 321–337.

Better, Alison. 2014. "Redefining Queer: Women's Relationships and Identity in an Age of Sexual Fluidity." *Sexuality & Culture* 18:16–38.

Callis, April Scarlette. 2014. "Bisexual, pansexual, queer: Non-binary identities and the sexual borderlands." *Sexualities* 17(1/2): 63-80.

Perry, Samuel L. 2013. Are Interracial Daters More Supportive of Same-Sex Unions? *Social Science Journal* 50: 252-256.

Stein, Arlene and Ken Plummer. 1996. "I Can't Even Think Straight': 'Queer' Theory and the Missing Sexual Revolution in Sociology." Pp. 129-144 in *Queer Theory / Sociology*, edited by Steven Seidman. Cambridge, MA: Blackwell Publishers.

Week 12 DISABILITY

Cologon, Kathy. 2016. "What is Disability? It Depends Whose Shoes You are Wearing': Parent Understandings of the Concept of Disability." *Disability Studies Quarterly*, 36: n.p., DOI: <http://dx.doi.org/10.18061/dsq.v36i1.4448>.

Jarman, Michelle. 2013. "Entanglements of Disability, Ethnicity, and Relations: Orienting toward Belonging in George Estreich's *The Shape of the Eye*." *Journal of American Culture* 36(3): 194-205.

Solis, Santiago. 2006. "I'm 'Coming Out' as Disabled, but I'm 'Staying in' to Rest: Reflecting on Elected and Imposed Segregation." *Equity & Excellence in Education*, 39: 146–153.

Thomas, Carol. 2004. "How is Disability Understood?: An Examination of Sociological Approaches." *Disability & Society* 19(6): 569- 583.