

SOC/GNDR 3380-001

SOCIAL INEQUALITY: RACE, CLASS, AND GENDER IN THE LAND OF
OPPORTUNITY

SPRING 2022 SYLLABUS

COURSE INFORMATION

Instructor: Kristopher Young, M.A., M.S.

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Office: BEH S, Rm 416

Office Hours: M 1:30-4PM, or by Appointment

Phone: 435/760-0844 (please limit calls
and texts to 8AM-8PM, M-F)

Requirement Designation: DV

Course Attribute: Sustainability-Ltd

Credit Hours: 3

Class Time: MW 11:50am-1:10pm

Classroom: FASB 295

COURSE DESCRIPTION

Course Summary

As an introduction to the study of inequality in terms of race, ethnicity, class, gender, and species from a sociological and social science perspective, we will focus on the social construction of stratification, inequality, oppression, race, class, ethnicity, gender, speciesism, environmental degradation, and how these phenomena—and their intersections—influence personal identity and well-being at the interpersonal, organizational, and institutional levels. We will also explore means by which disparity can be prevented, challenged, and alleviated.

The class begins with an overview of basic sociological tenets, methods, and the nature of social stratification and inequality. We will then explore the ways in which these factors interact to create and maintain inequality, oppression, and suffering. Finally, we will discuss present and potential trends and strategies for effective social change that might ameliorate current conditions of injustice, prejudice, and discrimination.

Importantly, this class is designed to be centered around discussion and learning more-so than lecturing. This means that during each class periods, I will talk less in attempt to get you all to talk more. This dynamic works best if students actively engage with the readings BEFORE class. On that front, I maintain high expectations that you will both review the individual readings before class as well as to formulate impressions, questions, and critiques about them. Our class periods should be an opportunity to share these insights with your peers to solidify your own understanding while gaining additional knowledge through exposure to external perspectives of your peers.

As we are discussing social inequalities in numerous social contexts, content for this course is rife with emotional triggers as well as a relatively heavy reading load. Students who find the materials overly stressful, or the work and reading load cumbersome, should consider dropping the course.

This syllabus does not constitute a contract but is a living document. I reserve the right to make changes in accordance with the needs of the class, or any pandemics that may arise during the semester. Students will be notified if any changes occur.

Course Goals and Learning Outcomes

The primary goal of this course is to equip students with the information to understand key sociological concepts of power, authority, stratification, inequality, race, ethnicity, class, gender, intersectionality, and the nature of oppression. Identify, summarize, and critically evaluate existing research.

By the end of this course, students will:

- Have a better understanding of sexism, racism, ethnocentrism, nativism, ageism, speciesism, patriarchy, class bias, and environmental degradation.
- Have a deeper understanding of inequality and the lived experience of oppressed groups.
- Be able to think critically about many contemporary social problems, make better decisions, and take meaningful actions toward reform.
- Recall basic patterns of group representation in various social contexts.
- Summarize patterns and trends in US social inequality for intersections of key group-domains.
- Demonstrate how domain-specific inequality for a given group can emerge as a result of actions at interpersonal, organizational, and institutional levels of society.
- Compare and contrast *inequality vs inequity* in various social contexts and intersections.
- Critique prevailing explanations of group-specific (dis)advantages.

Required Materials

ALL READINGS ARE POSTED ON CANVAS IN THE APPROPRIATE MODULE. You are not obligated to purchase any reading materials for this course.

Pedagogy (Teaching and Learning Methods)

This course is organized in modules that contain materials we will cover each week. The materials contain weekly readings, assigned videos, and in-class lecture and discussion. The course is designed in lecture format but, as mentioned above, that does not mean I will stand in front of the class speaking at you the entire period, every period. There will be certain elements of that, but in this course we will all attend class having completed the readings and any supplemental materials, ready to engage in discussion about social inequality. I am a firm believer in “learning by doing” so there will also be practical elements where we engage in student-led discussion exercises.

I advise all students to keep up with readings and, if possible, get a week ahead. It is much easier, more effective, manageable, and less stressful to keep up with the work than to catch up if you fall behind. Show up to class, complete readings before class, submit all assignments and exams on time, done to the best of your ability, and you will do very well in this course.

If you know you will not make it to class, please let me know ahead of time. Contacting me proactively helps me help you. After the fact, there isn’t much I can do. If you have any problems or questions, feel free to call me (during “business hours”) or come to my office hours.

COURSE EXPECTATIONS

Expectations for Instructor

Your course instructor is an expert in the topics you will learn about this semester. He will act as your mentor and facilitator of the classroom experience, and is committed to the following expectations for this course:

- The instructor will design the course to include lectures, readings materials, and assignments that will challenge students and will provide them with opportunities to learn and practice course content.
- The instructor will interact with the students during class-time, via Canvas Announcements, office hours, Umail/Canvas Inbox, and feedback on assignments, among other methods.
- The instructor will respond to emails within 48-hours. This will not weekends nor holidays.
- The instructor will be available for individual consultation via office hours, email, or by phone. Students are not required to come to campus to meet with me outside of our class time, MW from 11:50AM-1:10PM.
- The instructor will provide feedback on assignments in no more than 7-days from submission date, unless otherwise noted.
- The instructor will follow all official University of Utah policies regarding conduct in the classroom, incompletes, and accommodations. Accommodations will be considered on an individual basis, proactively, and only with required documentation.

Expectations for Students

We will utilize Canvas as a reference and to schedule this course, including due dates for course assignments and exams. As such, the following is expected of all students in this class:

- Students will attend every class period. If you are unable to make it you need to contact me beforehand to be excused. Students should also log in to the course Canvas page at least 3 times per week to check any changes, updates, or messages.
- Students may be expected to work with classmates during class time. However, outside of class, students are not expected to interact with their classmates in person. If necessary, a good alternative to meeting in person is online video conferencing, which allows students to find meeting times that works best for their respective schedules. Depending on the assignment, students can also choose to interact with their classmates with whatever technology they are most comfortable with (GroupMe, FaceTime, Google Hangouts, etc).
- To do well in this undergraduate program, students should be self-motivated, organized, and willing to stay on top of their schedule. As students, you must take control of your learning while in this course. I learned in my first college math class that it is easier to keep up on classes than it is to catch up if you fall behind. This goes for everything we do in life.
- Announcements will typically be made in class but students should also regularly check them on Canvas. The Announcements section of Canvas is the instructor's official means of ensuring communication is distributed to the entire class.
- Students will update their Canvas settings to ensure they receive timely notifications from the course.
- If students have any questions, are struggling with course materials, or need further assistance from the instructor, they should take the initiative to contact their instructor via email, phone, or during office hours.
- Email isn't perfect—sometimes, messages sent to instructors slip through the cracks before they are read. If you have not heard back from me 3 days after sending a message, please contact me again. I promise to offer a sincere apology along with my response.
- Students will engage with the course, students, and the instructor in a respectful and professional manner at all times.

Civilized Behavior in the Classroom

Students are expected to be respectful in all class discussions and debates. Participation in the University of Utah community requires us to follow a code of civilized behavior in and out of the classroom. In order to maintain a positive, civil environment for learning, students and instructors are expected to meet the goals described in the University of Utah's Student Code, which states:

“The mission of the University of Utah is to educate the individual and to discover, refine and disseminate knowledge. The University supports the intellectual, personal, social and ethical development of members of the University community. These goals can best be achieved in an open and supportive environment that encourages reasoned discourse, honesty, and respect for the rights of all individuals. Students at the University of Utah are encouraged to exercise personal responsibility and self-discipline and engage in the rigors of discovery and scholarship.”

EVALUATION AND GRADING

Semester Grading Scheme

Exams	25%	100
Discussion Lead	25%	100
Participation Exercises	25%	100
Group Project	25%	100
Total	100%	400

University of Utah Grading Scale

A	100%–94%	A-	93.9%–90%		
B+	89.9%–87%	B	86.9%–84%	B-	83.9%–80%
C+	79.9%–77%	C	76.9–74%	C-	73.9%–70%
D+	69.9%–67%	D	66.9%–64%	D-	63.9%–60%
F	59.9%–0%				

COURSE SCHEDULE

Modules will open and close at scheduled intervals throughout the semester.

- New modules will open on or before the starting date listed on the course schedule (Typically, Mondays at 12am).
- Old modules will typically close before a new module opens (Sundays at 11:59pm).
- Assignments are typically due at the end of each module but remain open for students to complete with late-point deductions.

Within each module, students can engage with materials (readings & lectures) and submit assignments any time before the due date. Students should review all materials, and understand due dates, of a module before the corresponding class period. Some assignments require

collaboration, which requires attention to the assignment(s) well in advance of the last few hours before a deadline. *Don't procrastinate!!!*

COURSE POLICIES

Late Assignments

Late assignments, activities, and exams will be deducted points for each day they are late. *The only exception to this rule is if the student contacts the instructor before the deadline with documented reasoning for why they are unable to complete the task by the due date.*

Content Accommodations

The instructor will follow all official University of Utah policies regarding conduct in the classroom, incompletes, and accommodations. Accommodations will be considered on an individual basis, and only with required documentation.

Note that some students may qualify for accommodations through the Americans with Disabilities Act (ADA). If you think you meet these criteria and desire an exception to the face covering policy, contact the [Center for Disability and Access \(Links to an external site.\)](#) (CDA).

Technology Issues and Tech Help

Your instructor has invested time before the start of the semester to ensure that the technologies used in this class operate smoothly. Nevertheless, technology doesn't always do what we want it to do! As such, this course has the following expectations regarding tech problems:

- Students should contact the instructor immediately if they notice any broken links or inaccessible files in the course. Links and files are assumed to work, unless students indicate otherwise. Points deducted from assignments, due to inaccessible links and files, **cannot be made up if students did not notify the instructor of the problem prior to the assignment due date.**
- The instructor is committed to fixing broken links and inaccessible files as soon as possible once notified. In the of any significant delay in remedying these issues, the instructor will post an announcement informing the class of the problem and to provide any alternate files/links or alternate due dates for assignments, if applicable, that students should be aware of.
- Students are responsible for submitting all assignments, exams, and activities by their due dates. In the rare case that technical problems prevent a student from submitting an assignment, students are required to:
 - Immediately contact their instructor via email to let them know about the problem and to submit their assignment as an attachment when possible.
 - Then, immediately contact the Canvas help desk to troubleshoot and resolve the problem.

- Submit an email updating the instructor on problem resolution success, and of any additional steps necessary to get the assignment properly submitted to Canvas.
- After an assignment due date has passed, it is not appropriate to send an email to your instructor informing them about tech problems.
- Students are expected to read all assignment instructions and to submit work in the required file formats. Work submitted in improper file formats will not be considered to have been handed in on time. **The instructor will only grade work submitted using the proper file format.**

Need technical support? Contact 24/7 Canvas Support by clicking the Help button located on the left-side global navigation. Technical support is also provided via classhelp@utah.edu or 801-581-6112.

INSTITUTIONAL POLICIES

The University of Utah is committed to providing students with resources and supports they need to succeed. If there are any additional supports or resources you may need in this course, please do not hesitate to speak with the instructor.

COVID-19 Campus Guidelines

Students are required to self-report if they test positive for COVID-19. To report, please contact:

COVID-19 Central @ The U

801-213-2874

coronavirus.utah.edu (Links to an external site.)

Everyone is encouraged to wash their hands, use hand sanitizer, and clean their desks with wipes, which will be available at classroom entrances and at “sanitizing stations” in multi-use buildings, including Marriott Library. Read more information about the building cleaning schedule on coronavirus.utah.edu.

U Heads Up App: Download the app on your smartphone at <http://alert.utah.edu/headsup> to access the following resources:

- **Emergency Response Guide:** Provides instructions on how to handle any type of emergency, such as earthquake, utility failure, fire, active shooter, etc. Flip charts with this information are also available around campus.
- **See Something, Say Something:** Report unsafe or hazardous conditions on campus if you see a life threatening or emergency situation, please call 911!
- **Safety Escorts:** For students who are on campus at night or past business hours and would like an escort to your care, please call 801- 585-2677. You can call 24/7 and a security officer will be sent to walk with you or give you a ride to your desired on-campus location.

The Americans with Disabilities Act. The University of Utah seeks to provide equal access to its programs, services, and activities for people with disabilities. If you will need accommodations in this class, reasonable prior notice needs to be given to the Center for Disability Services, 162 Olpin Union Building, (801) 581-5020. CDS will work with you and the instructor to make arrangements for accommodations. All written information in this course can be made available in an alternative format with prior notification to the Center for Disability Services. **Accommodation Policy (see Section Q):** <http://regulations.utah.edu/academics/6-100.php>

Sexual Misconduct. Title IX makes it clear that violence and harassment based on sex and gender (which includes sexual orientation and gender identity/expression) is a civil rights offense subject to the same kinds of accountability and the same kinds of support applied to offenses against other protected categories such as race, national origin, color, religion, age, status as a person with a disability, veteran’s status or genetic information. If you or someone you know has been harassed or assaulted, you are encouraged to report it to the Title IX Coordinator in the Office of Equal Opportunity and Affirmative Action, 135 Park Building, 801-581-8365, or the Office of the Dean of Students, 270 Union Building, 801- 581-

7066. For support and confidential consultation, contact the Center for Student Wellness, 426 SSB, 801-581-7776. To report to the police, contact the Department of Public Safety, 801-585-2677(COPS).

Drop/Withdrawal. Students may drop a course within the first two weeks of a given semester without any penalties. Students may officially withdraw (W) from a class or all classes after the drop deadline through the midpoint of a course. A “W” grade is recorded on the transcript and appropriate tuition/fees are assessed. The grade “W” is not used in calculating the student’s GPA. See the [Academic Calendar](#) for the last day to withdraw from term, first and second session classes. **Deadlines for courses with irregular start and end dates policy.** <https://registrar.utah.edu/handbook/miscellaneous.php>

Plagiarism/Cheating. It is assumed that all work submitted to your instructor is your own work. When you have used ideas of others, you must properly indicate that you have done so. Plagiarism and cheating are serious offenses and may be punished by failure on an individual assignment, and/or failure in the course. Academic misconduct, according to the University of Utah Student Code, “includes, but is not limited to, cheating, misrepresenting one’s work, inappropriately collaborating, plagiarism, and fabrication or falsification of information...It also includes facilitating academic misconduct by intentionally helping or attempting to help another to commit an act of academic misconduct.” For detailed definitions and possible sanctions please see the **Student Code** at this link. <http://regulations.utah.edu/academics/6-400.php>

Wellness Statement. Your personal health and wellness are essential to your success as a student. Personal concerns such as stress, anxiety, relationship difficulties, depression, cross-cultural differences, etc., can interfere with a student’s ability to succeed and thrive in this course and at the University of Utah. Please speak with the instructor or TA before issues become problems. And, for helpful resources, contact the Center for Student wellness at www.wellness.utah.edu or 801-581-7776.

Diverse Student Support

Your success at the University of Utah is important to all of us here! If you feel like you need extra support in academics, overcoming personal difficulties, or finding community, the U is here for you.

Student Support Services (TRIO)

TRIO federal programs are targeted to serve and assist low-income individuals, first-generation college students, and individuals with disabilities.

Student Support Services (SSS) is a TRIO program for current or incoming undergraduate university students who are seeking their first bachelor's degree and need academic assistance and other services to be successful at the University of Utah.

For more information about what support they provide, a list of ongoing events, and links to other resources, view their website or contact:

Student Support Services (TRIO)

801-581-7188

trio.utah.edu

Room 2075

1901 E. S. Campus Dr.

Salt Lake City, UT 84112

American Indian Students

The AIRC works to increase American Indian student visibility and success on campus by advocating for and providing student centered programs and tools to enhance academic success, cultural events to promote personal well-being, and a supportive “home-away-from-home” space for students to grow and develop leadership skills.

For more information about what support they provide, a list of ongoing events, and links to other resources, view their website or contact:

American Indian Resource Center

801-581-7019

diversity.utah.edu/centers/airc

Fort Douglas Building 622

1925 De Trobriand St.
Salt Lake City, UT 84113

Black Students

Using a pan-African lens, the Black Cultural Center seeks to counteract persistent campus-wide and global anti-blackness. The Black Cultural Center works to holistically enrich, educate, and advocate for students, faculty, and staff through Black centered programming, culturally affirming educational initiatives, and retention strategies.

For more information about what support they provide, a list of ongoing events, and links to other resources, view their website or contact:

Black Cultural Center

801-213-1441

diversity.utah.edu/centers/bcc

Fort Douglas Building 603

95 Fort Douglas Blvd.

Salt Lake City, UT 84113

Students with Children

Our mission is to support and coordinate information, program development and services that enhance family resources as well as the availability, affordability and quality of child care for University students, faculty and staff.

For more information about what support they provide, a list of ongoing events, and links to other resources, view their website or contact:

Center for Childcare & Family Resources

801-585-5897

childcare.utah.edu

408 Union Building

200 S. Central Campus Dr.

Salt Lake City, UT 84112

Students with Disabilities

The Center for Disability Services is dedicated to serving students with disabilities by providing the opportunity for success and equal access at the University of Utah. They also strive to create an inclusive, safe, and respectful environment.

For more information about what support they provide and links to other resources, view their website or contact:

Center for Disability Services

801-581-5020

disability.utah.edu

162 Union Building

200 S. Central Campus Dr.

Salt Lake City, UT 84112

Students of Ethnic Descent

The Center for Ethnic Student Affairs offers several programs dedicated to the success of students with varied cultural and ethnic backgrounds. Their mission is to create an inclusive, safe campus community that values the experiences of all students.

For more information about what support they provide, a list of ongoing events, and links to other resources, view their website or contact:

Center for Ethnic Student Affairs

801-581-8151

diversity.utah.edu/centers/cesa/

235 Union Building

200 S. Central Campus Dr.
Salt Lake City, UT 84112

English as a Second/Additional Language (ESL) Students

If you are an English language learner, there are several resources on campus available to help you develop your English writing and language skills. Feel free to contact:

Writing Center

801-587-9122
writingcenter.utah.edu
2701 Marriott Library
295 S 1500 E
Salt Lake City, UT 84112

English for Academic Success (EAS) Program

801-581-8047
linguistics.utah.edu/eas-program
2300 LNCO
255 S. Central Campus Dr.
Salt Lake City, UT 84112

English Language Institute

801-581-4600
continue.utah.edu/eli
540 Arapeen Dr.
Salt Lake City, UT 84108

Undocumented Students

Immigration is a complex phenomenon with broad impact—those who are directly affected by it, as well as those who are indirectly affected by their relationships with family members, friends, and loved ones. If your immigration status presents obstacles that prevent you from engaging in specific activities or fulfilling specific course criteria, confidential arrangements may be requested from the Dream Center.

Arrangements with the Dream Center will not jeopardize your student status, your financial aid, or any other part of your residence. The Dream Center offers a wide range of resources to support undocumented students (with and without DACA) as well as students from mixed-status families.

For more information about what support they provide and links to other resources, view their website or contact:

Dream Center

801-213-3697
dream.utah.edu
1120 Annex (Wing B)
1901 E. S. Campus Dr.
Salt Lake City, UT 84112

LGBTQ+ Students

The LGBTQ+ Resource Center acts in accountability with the campus community by identifying the needs of people with a queer range of [a]gender and [a]sexual experiences and responding with university-wide services.

For more information about what support they provide, a list of ongoing events, and links to other resources, view their website or contact:

LGBTQ+ Resource Center

801-587-7973
lgbt.utah.edu ([Links to an external site.](#))
409 Union Building

200 S. Central Campus Dr.
Salt Lake City, UT 84112

Veterans & Military Students

The mission of the Veterans Support Center is to improve and enhance the individual and academic success of veterans, service members, and their family members who attend the university; to help them receive the benefits they earned; and to serve as a liaison between the student veteran community and the university.

For more information about what support they provide, a list of ongoing events, and links to other resources, view their website or contact:

Veterans Support Center

801-587-7722

veteranscenter.utah.edu (Links to an external site.)

418 Union Building
200 S. Central Campus Dr.
Salt Lake City, UT 84112

Women

The Women's Resource Center (WRC) at the University of Utah serves as the central resource for educational and support services for women. Honoring the complexities of women's identities, the WRC facilitates choices and changes through programs, counseling, and training grounded in a commitment to advance social justice and equality.

For more information about what support they provide, a list of ongoing events, and links to other resources, view their website or contact:

Women's Resource Center

801-581-8030

womenscenter.utah.edu

411 Union Building
200 S. Central Campus Dr.
Salt Lake City, UT 84112

Inclusivity at the U

The Office for Inclusive Excellence is here to engage, support, and advance an environment fostering the values of respect, diversity, equity, inclusivity, and academic excellence for students in our increasingly global campus community. They also handle reports of bias in the classroom as outlined below:

Bias or hate incidents consist of speech, conduct, or some other form of expression or action that is motivated wholly or in part by prejudice or bias whose impact discriminates, demeans, embarrasses, assigns stereotypes, harasses, or excludes individuals because of their race, color, ethnicity, national origin, language, sex, size, gender identity or expression, sexual orientation, disability, age, or religion.

For more information about what support they provide and links to other resources, or to report a bias incident, view their website or contact:

Office for Inclusive Excellence

801-581-4600

inclusive-excellence.utah.edu (Links to an external site.)

170 Annex (Wing D)
1901 E. S. Campus Dr.
Salt Lake City, UT 84112

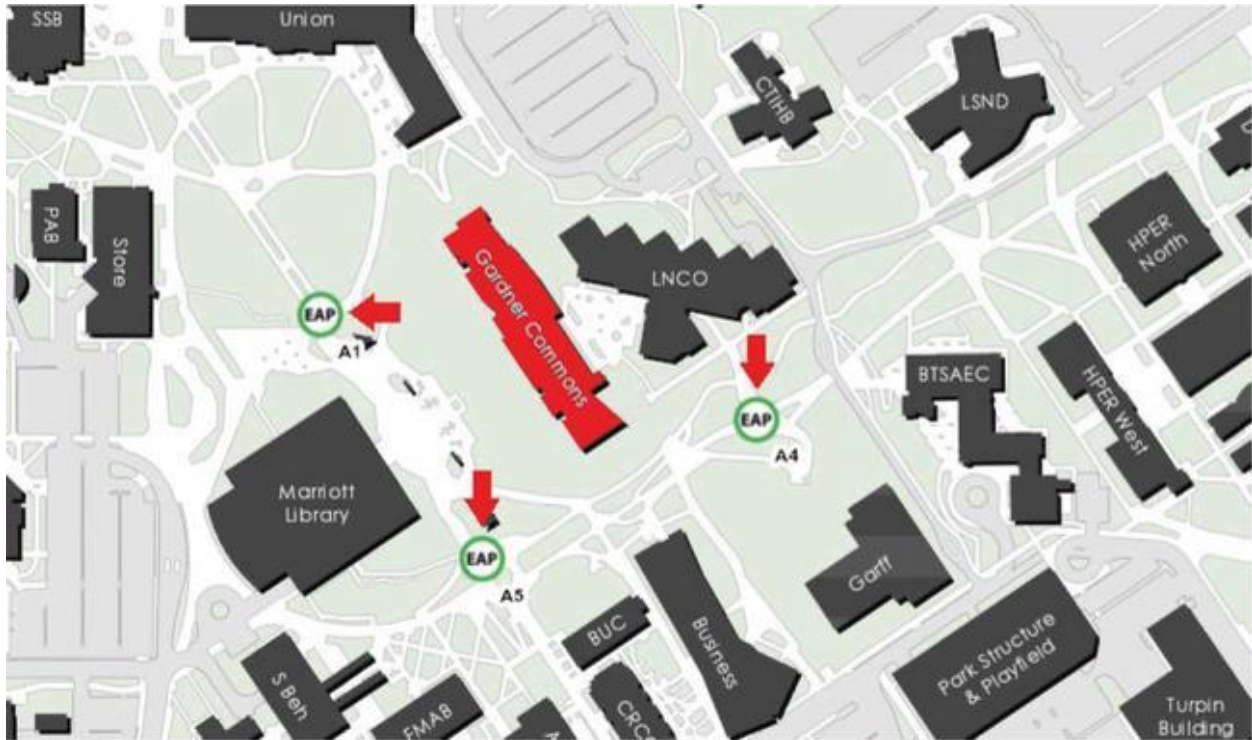
Other Student Groups at the U

To learn more about some of the other resource groups available at the U, check out:

getinvolved.utah.edu/studentsuccess.utah.edu/resources/student-support

As the only institution in the state classified in the highest research category (R1), at the University of Utah you will have access to state-of-the-art research facilities and be able to be part of the knowledge creation process. You will have the opportunity to do research of your own with faculty who are leading experts in their field, engaging in programs that match your research interests. Further, you will interact with and often take classes with graduate students that provide an advanced understanding of the knowledge in your field.

CSBS Emergency Action Plan



BUILDING EVACUATION

EAP (Emergency Assembly Point) – When you receive a notification to evacuate the building either by campus text alert system or by building fire alarm, please follow your instructor in an orderly fashion to the EAP marked on the map below. Once everyone is at the EAP, you will receive further instructions from Emergency Management personnel. You can also look up the EAP for any building you may be in on campus at <http://emergencymanagement.utah.edu/eap>