CLASS: Online course  
INSTRUCTOR: Frances Marx Stehle, M.S.  
OFFICE HOURS: Online availability 6 to 7 days a week via D2L e-mail. I check e-mail often.  
PHONE: Google Voice with voice mail- 503-877-3080. Please feel free to call any day between 9:00 a.m. and 7:00 p.m. and leave a message with your name, number and the class you are in.  

E-mail: Use D2L's mail system as a preferred option. My username is fstehle@d2l.pdx.edu *You must be in D2L and use their D2L mail function to reach me this way. D2L e-mail is checked at least 6 days a week, and at least three times a day. I am available at least one full day of most weekends.  
Another option is: frances1205@comcast.net (Please put “SOC 337" in the subject heading. I do not open messages from unknown persons.) Please, do NOT send assignments to this e-mail address; use the D2L dropboxes.  

This book is a text/reader, designed for upper-division college students.  
** Additional readings may be made available on D2L.  
D2L: https://d2l.pdx.edu. You will need your Odin login name and password.  

Videos: Some videos will be viewed as a part of this class and they will be "on your own" and at your own expense (most are free), max. cost of $2.99 per video for max of 2 videos. There are discussion questions that will be provided, so check those out before you view. Other media includes Youtube clips and TED talks. All videos were just checked to make sure they were not blocked, and that the links worked, but please let me know if that changes. If you find any of the fee videos for "free," please write and let me know or post on the "students helping students" board.  
Race: The Power of Illusion (RPI) is the foundational video (3 parts) for this course and the PSU library has that for streaming through Films on Demand for free, and I will supply the link in D2L.  

INTRODUCTION:  
Although we behave sometimes as if the way we understand our social world is based on “scientific fact,” the truth is that we have simply made up rules that indicate the way we understand the world around us. This set of rules and definitions that guide our understanding is the sociological construct. Race and ethnicity are social constructions (yes, we simply made them up), and racism is a set of thoughts and behaviors that emerges from the meanings we have given to the racial and ethnic categories we fabricated. This sociology course examines
the American constructions of race and ethnicity, sex and gender, social class, sexuality and disability.

It addresses the origins, consequences, and perpetuation of stratification, in a constructionist and comparative framework. While the constructionist perspective is the primary lens through which we will explore, occasionally other theories and ideas related to minority groups will be offered. We will also discuss how the past has shaped present dynamics between groups.

The book is divided into four sections about difference:
1) how it is constructed
2) how it is experienced by individuals
3) how meaning is attributed to difference
4) how differences can be bridged

Learner Outcomes...
At the end of the term a student will be able to:

1) Demonstrate understanding of the sociohistorical factors associated with the status and treatment of minority groups in the United States

2) Analyze the processes of stratification, its perpetuation, and factors affecting changes in stratification systems, with a primary focus on race and ethnicity, sex/gender, social class, sexual orientation, disability and sociohistorical periods, and other relevant factors

3) Examine the personal and societal consequences of stratification; These consequences include differential impacts of life chances and quality of life. That includes things such as mental and physical health, vulnerability, poverty, hunger, homelessness, and social, civil and legal rights.

4) Analyze the dynamics of majority, minority group status and ways to challenge and change the constructions of difference

5) Demonstrate knowledge and understanding of the supreme court decisions that have been critical to the creation of differences

COURSE STRUCTURE

This online course will operate via weekly modules. The week will begin Monday morning and end Sunday at 11:59 p.m. Pacific time. Each module in D2L will contain the information and materials for that week:

1) Weekly online lecture notes which will include the reading assignment. The reading assignment is also on the syllabus and in the D2L checklist for the week;
2) Any videos, articles, or activities will be in the D2L module or the weekly notes;
3) The Discussion Board link will be in the module. Each of you will be assigned to a small group for the purpose of the online discussions. Initial posts are due each week by Saturday at 5:00
p.m. (Pacific time) and two replies to other students' initial posts are due by Sunday at 11:59 p.m. (-Pacific time)

4) Five quizzes, one on each of four Framework Essays in the book, and some light supplemental material, and one on the reading on important Supreme Court cases. They will be open book and easy, mostly to test comprehension of key concepts/laws. I will allow two attempts.

5) Weekly papers that will include key points and answers to questions about the readings and activities. These papers should not need to be more than 1.75 pages single-spaced.

**GRADING:** The course grade is based on the following:

**A.** Weekly papers on textbook, articles, videos, notes-

Choice of 8 out of 10 papers @ 15 points each. To help with workload, and allow for crises or overloaded weeks, you only do 8/10, but Week 10, the last one is mandatory. You must SKIP two. If you do not follow the instructions, and you do ALL 10 papers, I will automatically drop the last -- **120**

**B.** Quizzes: Five quizzes of varying values-- total **125**

**C.** Discussions: 7 pts per week X 8 (out of 10 weeks)= **56** You MUST skip two weeks of a discussion (and the replies.)

A discussion entry (post) should be at least 140 words and a reply should be at least 60 words. There will be some flexibility, but I will mark down students whose posts or replies are very brief.

**D.** Pre-test: 5 points for completion of this in "surveys."- **5 points**

** Scale:**

| 287+  | A  |
| 275-286 | A- |
| 266-274 | B+ |
| 257-265 | B  |
| 244-256 | B- |
| 235-243 | C+ |
| 226-234 | C  |
| 214-225 | C- |
| 205-213 | D+ |
| 195-204 | D  |
| 183-194 | D- |

**The skipping of two weekly papers and two discussions is a workload modulator...for when you are sick, or have a family emergency, or have to work a lot of overtime, etc. If you do not follow the instructions, and you do all ten of the weekly papers or discussions, I will automatically throw out the last two weekly papers that you submitted. You can choose to do an extra weekly paper (for 7 points) in lieu of the extra credit assignment and that needs to be submitted in the extra credit dropbox. You do not need to let me know when you use your "skip" weeks.**

306 points available
* Please use this grading scale when tracking your grade; D2L percentages are not accurate as the record includes points for all weekly papers and discussions, when you do not do all of them.

**WORKLOAD:**

Most educators recommend that college students spend at least two to three hours outside of class for every hour in class. Since this is a 4-credit course, students in a face-to-face course would be expected to spend 4 hours per week in the classroom and about 8-12 additional hours per week doing coursework outside the classroom. You should be prepared to spend about 16 hours per week completing required coursework. The time needed will vary a bit from week to week, although I try to make it consistent. The weekly reading will be about 50 to 55 pages.

**Suggestions on how to attack the workload:**

*Check Course News for announcements at least twice a week.

1) Read the associated checklist for each class (go to student tools on the right side of course home page and click on "Checklists".) I will also send out a weekly e-mail with due dates. **NOTE:** The checklist is a tool, if interested. I don't grade it. It shows "suggested" deadlines, for readings, videos and such, to keep you on track, and also actual deadlines, for assignments.

2) Read the instructions for the weekly paper and the instructions for the discussion first. When I say that, I mean read the instructions for the discussion in the actual discussion page (after you click on your group's week 1 discussion, for example). That will give you the exact questions for that week. If the discussion instructions are lengthy, I will put them in a Word doc in the weekly module.

3) Read the weekly notes posted in Course Content in the modules. Consider this like a lecture. It is me imparting info, and posing questions for thought, like I would in class. There are also links in the notes (or in the corresponding D2L module) and please read linked material. The questions I pose in the notes are not necessarily ones you have to answer, although sometimes the weekly paper instructions may include one. They are questions for thought. The weekly papers will be based on the class notes, text, and supplementary materials.

4) Complete the weekly paper and any assigned quizzes. The weekly paper instructions are for that one paper. Prepare that in numbered form as you answer the questions. Please do not include my questions in your papers, just the number and the response. Most papers will be about 8 thorough paragraphs although some students write more than that and that is fine. You should be summarizing, explaining, and analyzing: things/facts that you learned from the reading of the books, videos, articles AND the weekly notes that coincide with it: themes; ideas, etc. The more you can synthesize your ideas, while summarizing content (short quotes,
paraphrasing facts), the better. As a guideline, each paragraph should be around 180 words each. These papers should be considered like a participation grade...if you do a decent job (including some specifics from source materials which help) and turn them in on time, you should receive 13 to 15 points.

5) Complete the discussion posts and replies by creating them in a document and then copy and pasting into the discussion board. This will prevent any problems if the internet freezes or something like that, as well as problems with D2L, as your work will be saved.

CONDUCT: All course work is to be completed individually. It is my expectation that students do NOT collaborate or work cooperatively on the papers, or the discussion posts and replies. You may absolutely share ideas and get feedback. Over the course of the term, please feel free to post online questions on the "students helping students" board. Also, it is extremely important that you do not represent another person’s work as your own (plagiarism.) **You will not receive credit for any coursework that is not your original work.** Please review the University’s Student Code of Conduct [http://www.pdx.edu/dos/codeofconduct](http://www.pdx.edu/dos/codeofconduct).

EXTRA CREDIT: There are two options (choose ONE):

1) You can do an extra weekly paper (one of the ones you skip) and turn that in to the extra credit dropbox for 7 points.
2) Participating in the "Making Connections" board, by posting two substantial posts (140 words) to encourage exchange of ideas, readership, participation. The extra credit is for two posts. Deadline for the two posts is Sunday Mar 6.

Late Work:
For the most part, the deadline for written work is Sunday night at 11:59 p.m. Exceptions will be noted on D2L.

*Discussions* - you skip two discussions, so NO late discussions allowed. Your first post for each discussion will be due by Saturday at 5:00 p.m. to allow students time to read it and reply before the Sunday midnight deadline. You will lose a point if you do not post by Saturday at 5:00.

*Weekly papers* – 1 point deducted after Sunday night deadline for the next week, then 3 points deducted after the second full week, then 7 points total deducted after that. Keep in mind, you only have to write 8 weekly papers over an 11-week period.

Example: If a paper is due Sunday Oct 5 at 11:59 p.m., anything turned in after that, and until the next Sunday, Oct 12 at 11:59 p.m. is 1 week late. Upon midnight, it becomes 2 weeks late for one week, then 3 weeks late.

**ALL late work must be submitted no later than Saturday March 19, 2016 at NOON**

*Proper format:* I prefer Word docs, but you can use pdf files, or the free Open Office word processing program (.odt) [http://www.openoffice.org/](http://www.openoffice.org/). I cannot open Mac documents (.Pages) unless they are properly exported to Word. To help you get organized and submit the correct,
and completed, versions of papers in the dropbox, I suggest that you create a folder in your directory on your computer, for this class, maybe called SOC337U, and then label them as follows for submission: *Submission format example: Week 1 Paper _Doe_John*
*Please save your submission receipt that you will receive after you successfully submit.*

**SOC337- Outline for course**

Each week will include reading from the text/reader of around 45 to 55 pages as the foundation for that week, and there will be light supplemental reading, videos, activities. The schedule of the reading and quizzes are below and the weekly notes and corresponding D2L modules will contain the supplementary materials. Work is due Sunday nights, unless otherwise noted, except for initial discussion posts which are due Saturdays at 5:00 p.m.

I will populate all of the due dates in the D2L checklist tool as well. You can access the D2L checklist in "student tools", or from the top navigational bar by clicking on Activities.

PA= Personal Account

<table>
<thead>
<tr>
<th>Week</th>
<th>Content</th>
<th>Assignments</th>
<th>Due Dates</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td><strong>Section I- CONSTRUCTING CATEGORIES OF DIFFERENCE</strong></td>
<td></td>
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<tr>
<td>Week 1 Jan 4</td>
<td>Framework essay I- Constructing Categories of Difference (42 pages)</td>
<td>1) Weekly paper 2) Discussion 3) Quiz on Framework Essay 1</td>
<td>1) Tues Jan 12 for quiz and paper (extended deadline for the first week) 2) Post by Sat 5:00 p.m.; two replies by Sun 11:59 p.m.</td>
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<td>Week 2 Jan 11</td>
<td>Video RPI #1 Readings: 1,2,3,PA page 71, 4,5, PA p. 89, 6 (pages 51 to 99 =48)</td>
<td>1) Weekly paper 2) Discussion</td>
<td>1) Sun Jan 17 @11:59 p.m. 2) Post by Sat 5:00 p.m.; two replies by Sun 11:59 p.m.</td>
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<td>Week 3 Jan 18</td>
<td>Readings: 7, 8, PA p. 114, PA p. 115, 9, 10,11,12,13, PA p. 135, 14. (pages 101 to 141=40)</td>
<td>1) Weekly paper 2) Discussion</td>
<td>1) Sun Jan 24 @11:59 p.m. 2) Post by Sat 5:00 p.m.; two replies by Sun 11:59 p.m.</td>
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<tr>
<td>Week 4 Jan 25</td>
<td>Readings: 15,16,17,18, PA p. 163, 19, 20 (pages 142 to 188 = 46)</td>
<td>1) Weekly paper 2) Discussion</td>
<td>1) Sun Jan 31 @11:59 p.m. 2) Post by Sat 5:00 p.m.; two replies by Sun 11:59 p.m.</td>
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### Section II- EXPERIENCING DIFFERENCE

<table>
<thead>
<tr>
<th>Week</th>
<th>Readings</th>
<th>Activities</th>
<th>Dates</th>
</tr>
</thead>
</table>
| Week 5 Feb 1 | Framework Essay II page 194, Readings 21, PA p. 236, PA 239, 22 (pages 194 to 246 = 52) | 1) Weekly paper  
2) Discussion  
3) Quiz #2 on Framework Essay II and (tba) supplementary material | 1) Sun Feb 7 @11:59 p.m.  
2) Post by Sat 5:00 p.m.; two replies by Sun 11:59 p.m.  
3) Quiz due Sun Feb 7 @ 11:59 p.m. |
2) Discussion                                                   | 1) Sun Feb 14 @11:59 p.m.  
2) Post by Sat 5:00 p.m.; two replies by Sun 11:59 p.m. |
2) Discussion  
3) Quiz #3 on Framework Essay III and (tba) some supplementary material | 1) Sun Feb 21 @11:59 p.m.  
2) Post by Sat 5:00 p.m.; two replies by Sun 11:59 p.m.  
3) Quiz due Sun Feb 21 @11:59 p.m. |

### Section III- THE MEANING OF DIFFERENCE

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<tr>
<th>Week</th>
<th>Readings</th>
<th>Activities</th>
<th>Dates</th>
</tr>
</thead>
</table>
| Week 8 Feb 22 | Readings 37, 38, PA p. 395, 39, 40, 41, PA p. 402, 42 (pages 359 to 405 = 46) | 1) Weekly paper  
2) Discussion  
3) Quiz #4 on Supreme Court cases, reading 37. You get two weeks for this quiz- due Sun March 6 | 1) Sun Feb 28 @11:59 p.m.  
2) Post by Sat 5:00 p.m.; two replies by Sun 11:59 p.m.  
3) Quiz- due Sun March 6 |
| Week 9 Feb 29 | Readings 43, PA p.                                                      | 1) Weekly paper                                                                               | 1) Sun Mar 6 @11:59                         |
| Week 10 Mar 7 | MANDATORY, can be submitted during finals week if that suits your schedule: Readings 50, 51, 52, 53, 54, Framework essay IV p. 482, 55, 56, PA p. 506, 57, PA p. 511, 58 (pages 447 to 516 =69)*This is a bit longer than normal, but one article has four pages of endnotes) | 1) Weekly paper 2) Discussion 3) Quiz #5 on Framework Essay IV and (tba) supplementary material | 1) Sun Mar13 @11:59 p.m. 2) Post by Sat 5:00 p.m.; two replies by Sun 11:59 p.m. 3) Sun Mar13 @11:59 p.m. |
| Week 11 - March 14- Finals week- No new work. Catch up week if needed. | | ALL LATE WORK DUE SATURDAY MARCH 19 AT NOON- See late policy |