Welcome to Our Course

We are embarking on an intense five week exposure to issues concerning race, class, and gender. “Intense” means that each week we will be covering about three weeks of material from a regular 14 week semester. That means that the summer schedule provides no leeway for getting behind, so set aside significant blocks of time each week so you can complete the material, learn the information, and have time to reflect on it. Although we will not meet each other in person, I hope the various exchanges will make you feel that you are a part of an interactive group.

I look forward to reading your submissions and joining in on the exchanges among us all.

Course and Instructor Information

Course Title: Race, Class and Gender  
Credits: 3  
Format: Fully Online  
Prerequisites: None  
Professor: Kathryn Strother Ratcliff

Email: via HuskyCT messages

Office Hours/Availability: HuskyCT messages will be the primary mode of exchanging questions, ideas, and concerns but you can set up a phone call time if you prefer. I will check HuskyCT at least four times during the Monday-Friday period, so response time will typically be within 24 hours. Responses to queries late on Friday may take longer.

Course Materials

Required Materials:  
Class Matters, A New York Times publication. Available at the UConn Coop.

This required book should be obtained before the first day of class. It is available through a local or online bookstore. The UConn Co-op carries many materials that can be shipped via its online Textbooks To Go service. For more information, see Textbooks and Materials on our Enrolled Students page.

Additional course readings and media are available within HuskyCT, through either an Internet link or Library Resources.

Course Description

Race, class, and gender are realms of difference and inequality that are of critical importance in modern American society. In this class we will explore these topics in terms of how they structure identities, opportunities, and social outcomes. Implicit in that structuring is how race, class, and gender shape and are reshaped in the lives of individuals, the culture, and economic realities. The patterns...
and dynamics of class, race, and gender will be examined separately and jointly as they interconnect and overlap in important ways.

Course Objectives

By the end of the semester, you should be able to:

1. Describe what is meant by the social construction of race, class and gender.
2. Illustrate how race, class, and gender structure society and impact people and groups in the society.
3. Explain how race, class and gender are causes of social and economic inequalities in the society.
4. Explain how race, class, and gender shape life opportunities, including education, health, and occupation.
5. Describe how race, class, and gender shape interactional patterns among people.
6. Analyze the important processes in American society which function to maintain the race, class, and gender structure.

Course Outline

MODULE ONE: SOCIAL CLASS

Week One (July 7 – 13)

READINGS AND VIDEOS

The readings for social class are many in number, but they are relatively short and quite readable. Don’t be intimidated!

*Class Matters* (*New York Times* Book):

Chapter 1, “Shadowy Lines that Still Divide” by Janny Scott and David Leonhardt
Chapter 2, "Life at the Top in America Isn't Just Better, It's Longer" by Janny Scott
Chapter 3, "A Marriage of Unequals" by Tamar Lewin
Chapter 4, "Up from the Holler: Living in Two Worlds, at Home in Neither" by Tamar Lewin
Chapter 5, "On a Christian Mission to the Top" by Laurie Goodstein and David Kirkpatrick
Chapter 6, "The College Dropout Boom" by David Leonhardt

*People Like Us* (website):

Katherine Boo, "Pride, prejudice and the not-so-subtle politics of the working class"
David Brooks, "The Rise of the Educated Class"
Robert Frank, "Our Climb to the Sublime: The $5,000 BBQ Grill and Other Milestones"
Brendan I. Koerner, "Where to Go When You're Broke"
Paul Fussell, "A Touchy Subject"

*People Like Us* Video, Parts 1 and 2.

ASSIGNMENTS  *(details on HuskyCT)*

**Forum assignment #1: Fussell reading**

A 1-2 page comment evaluating his argument.
Due Wednesday, July 9

**Response assignment:** Respond to at least two other students’ postings.
Due Friday, July 11.

**Forum assignment #2: Stories from “People Like Us” and "Class Matters"**

A 1-2 page comment about three or more of the stories.
Due Sunday, July 13.
MODULE ONE: SOCIAL CLASS continued

Week Two (July 14 – 20)

READINGS AND VIDEOS

Class Matters ((New York Times Book )):
- Chapter 7, "No Degree, and No Way Back to the Middle" by Timothy Egan
- Chapter 8, "Fifteen Years on the Bottom Rung" by Anthony DePalma
- Chapter 9, "When the Joneses Wear Jeans" by Jennifer Steinhauer
- Chapter 10, "The Five-Bedroom, Six-Figure Rootless Life" by Peter Kilborn
- Chapter 11, "Old Nantucket Warily Meets the New" by Geraldine Farrickant
- Chapter 12, "Richest Are Leaving Even the Rich Far Behind" by David Johnston
- Chapter 13, "In Fiction, a Long History of Fixation on the Social Gap" by Charles McGrath
- Chapter 14, "Angela Whitiker's Climb" by Isabel Wilkerson

People Like Us video Parts 3 and 4.

ASSIGNMENTS

Forum assignment #3: Videos on Social Class
A 1 – 2 page comment on the video.
Due Tuesday, July 15.

Response Assignment: Respond to at least two other students' postings.
Due Friday, July 18.

Forum assignment #4: Economic Inequality in Modern America
Search the internet for articles, research reports and analyses examining the extent to which economic inequality has changed in recent decades.
Write a 1-2 page comment.
Due Thursday, July 17.

**************************************************************

MID-TERM EXAMINATION
Answer the two questions on social class.
Due Sunday, July 20.

**************************************************************
MODULE TWO: RACE
Week Three (July 21 – 27)

READINGS AND VIDEOS:
Watch all three episodes (I, II, and III) of the video "RACE: The Power of an Illusion."


http://scholarship.law.berkeley.edu/cgi/viewcontent.cgi?article=2815&context=facpubs


Amy Harmon, "A Limited Partnership: The Black Internet Entrepreneur Had the Idea - The White One Became the Venture's Public Face"


Don Terry, " Getting Under My Skin"

Brian Smedley, Michael Jeffries, Larry Adelman and Jean Cheng Race, "Racial Inequality and Health Inequities: Separating Myth from Fact"

ASSIGNMENTS

Forum Assignment #5: Class and Race in Our Neighborhoods (Using PRIZM).
Use the “PRIZM” software listed under “Resources” on the “People Like Us” website to examine three different zip code areas.
DUE: July 22

Forum Assignment #6: Race in American Society.
Select one of the articles from the New York Times series (Lewin, Harmon, LeDuff or Terry) and write a comment (1 paragraph to 1 page).
DUE: July 23

Response assignment:
Respond to at least two other students’ postings.
DUE: July 25
MODULE TWO: RACE continued
Beginning of WEEK FOUR (July 28-30)

READINGS AND VIDEOS:
“Unnatural Causes: In Sickness and in Wealth"
http://p81-video.lib.uconn.edu.ezproxy.lib.uconn.edu/secure/in_sickness_and_in_wealth/


ASSIGNMENTS
Based on your viewing of the "Power of an Illusion" and the "Unnatural Causes: In Sickness and in Wealth" illustrate "institutional racism."
DUE: July 29th

Response assignment:
Respond to at least four other students’ postings.
DUE: July 31st
MODULE THREE: GENDER
End of Week FOUR and Week FIVE (July 31 – August 8)

READINGS: Week 4 (July 31-Aug 3)

Ron Hammond, Chapter titled "Sex and Gender" 2009.  
http://freebooks.uvu.edu/SOC1010/index.php/about.html

Judith Lorber, "'Night to His Day': The Social Construction of Gender", 1994  


ASSIGNMENTS

Forum assignment #8: Gender and Social Class in Lousy Jobs  
Comment on how both gender and social class are involved in the low pay, low status jobs that Barbara Ehrenreich studied.  
Due: August 1st

Response assignment: Respond to at least two other students’ postings.  
Due: August 4th

READINGS: Week 5 (August 4 – 8)

http://www.unc.edu/~kleinman/handouts/second%20shift.pdf


Barbara Ehrenreich, "Nickel and Dimed: On (not) Getting By in America"  
http://www.wesjones.com/ehrenreich.htm

Bill Moyers’ interview with Ehrenreich  
http://www.pbs.org/moyers/journal/08032007/watch.html
Optional:

Nickel and Dimed set to music: (about 10 minutes)
http://www.youtube.com/watch?v=gDgFiW2xtf0

An interesting panel discussion involving Barbara Ehrenreich and a class of college students.
http://www.youtube.com/watch?v=BhvU1jsj5Jc

ASSIGNMENTS

Forum Assignment #9: Gender Roles in Transition?
Write a comment in which you evaluate the claims by Hochschild that even in the modern era employed women carry much heavier family and household responsibilities than do their husbands and partners.
DUE August 5th

Forum Assignment #10: A Comment on Race, Class and Gender.
Write a comment, based on videos and/or readings done for this class, on an idea regarding “race, class, and/or gender” that you see as significant, troublesome, surprising, or likely to be of growing importance in coming years.
DUE August 6th

******************************************************************************
END OF OUR COURSE: August 8: Final Exam
The questions for the final exam will be distributed about a week ahead of the due date of August 8th.
******************************************************************************
Summary of Course Grading:

<table>
<thead>
<tr>
<th>Course Components</th>
<th>Weight</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>Introduction Questions to others</strong></td>
<td>**</td>
</tr>
<tr>
<td>Module assignments</td>
<td>30%</td>
</tr>
<tr>
<td>Midterm</td>
<td>25%</td>
</tr>
<tr>
<td>Final Examination</td>
<td>45%</td>
</tr>
</tbody>
</table>

** Introduction and questions to classmates
Mandatory. Must be done!

Module Assignments
Each module has several tasks for you to complete. These will be posted on HuskyCT as “forums” for other students to read. For some of the tasks you will be asked to respond to the postings of other students.

The details of the assignments are listed in each module.
You will receive feedback on your forums and your responses, and be given a grade for the Module when the module is completed.

Each module will be worth 10% (total for three modules is 30%).

Midterm
You will be given two questions to answer for the midterm examination. You will receive the questions on Wednesday, July 16th. The exam is due on Sunday the July 20th by 11:59pm.

Final Examination
You will be given the final examination on August 1st and have until August 8th at 11:59pm to complete your work.

Grading Scale:
You will receive letter grades on the five components (Module 1, Module 2, Module 3, Midterm, and Final) of the course grade. These will be entered into the HuskyCT grade book, changed to a numerical equivalent, and weighted to determine the final course grade.
The letter grade equivalents are:

<table>
<thead>
<tr>
<th>Letter Grade</th>
<th>Numerical Equivalent</th>
</tr>
</thead>
<tbody>
<tr>
<td>A</td>
<td>95-100</td>
</tr>
<tr>
<td>A-</td>
<td>90</td>
</tr>
<tr>
<td>B+</td>
<td>88</td>
</tr>
<tr>
<td>B</td>
<td>85</td>
</tr>
<tr>
<td>B-</td>
<td>80</td>
</tr>
<tr>
<td>C+</td>
<td>78</td>
</tr>
<tr>
<td>C</td>
<td>75</td>
</tr>
<tr>
<td>C-</td>
<td>70</td>
</tr>
<tr>
<td>D+</td>
<td>68</td>
</tr>
<tr>
<td>D</td>
<td>65</td>
</tr>
<tr>
<td>D-</td>
<td>60</td>
</tr>
<tr>
<td>&lt;60</td>
<td>F</td>
</tr>
</tbody>
</table>

**Extra Credit**
For any forum assignment, you may “keep the conversation going” by responding to someone’s comment on your submission, or by joining in on an ongoing exchange between two other students. If you make significant contributions to the discussion you can potentially raise your course grade by a step (e.g., from a B+ to an A-). To be considered, the contribution must be posted within three days of the post you are responding to.

**Due Dates and Late Policy**
All course due dates are identified in the Modules and on the Calendar. Deadlines are based on Eastern Standard Time (“UConn time”); if you are in a different time zone, please adjust your submittal times accordingly.

Work submitted later than the assigned deadline will usually have a full grade reduction (e.g., from an A to a B) for each day that it is late, unless legitimate documentation has been submitted.

**Feedback and Grades**
I will make every effort to provide timely feedback (within three days) on your forum contributions and responses. At the end of each Module, you will receive a grade for the entire module (each module is worth 10% of the total grade). To keep track of your performance in the course, refer to My Grades in HuskyCT. Midterm examination grades will be posted within four days.
As a member of the University of Connecticut student community, you are held to certain standards and academic policies. In addition, there are numerous resources available to help you succeed in your academic work. This section provides a brief overview to important standards, policies and resources.

**Student Code**
You are responsible for acting in accordance with the University of Connecticut’s Student Code. Review and become familiar with these expectations. In particular, make sure you have read the section that applies to you on Academic Integrity:

- [Academic Integrity in Undergraduate Education and Research](#)
- [Academic Integrity in Graduate Education and Research](#)

Cheating and plagiarism are taken very seriously at the University of Connecticut. As a student, it is your responsibility to avoid plagiarism. If you need more information about the subject of plagiarism, use the following resources:

- [Plagiarism: How to Recognize it and How to Avoid It](#)
- [Instructional Module about Plagiarism](#)
- [University of Connecticut Libraries’ Student Instruction](#) (includes research, citing and writing resources)

**Copyright**
Copyrighted materials within the course are only for the use of students enrolled in the course for purposes associated with this course and may not be retained or further disseminated.

**Netiquette and Communication**
At all times, course communication with fellow students and the instructor are to be professional and courteous. It is expected that discussions in this class will be vigorous and that students will often express opposing points of view. However, students must always use temperate language and show respect for each other.

It is expected that you will proofread all your written communication, including discussion posts, assignment submissions, and mail messages. You are likely to discover that your posting will be **much better if you compose it offline**, spell check it, and then cut and paste it. If you are new to online learning or need a netiquette refresher, please look at this guide titled, [The Core Rules of Netiquette](#).

It is strongly recommended that you keep copies of all work you submit. If any of your submissions cannot be opened by the instructor or other students due to a virus or other problem, you will be responsible to resubmit the work in a readable form.

**Adding or Dropping a Course**
If you should decide to drop this course, there are official procedures to follow:

- Matriculated students should drop a course through the Student Administration System.
- Non-degree students should refer to Non-Degree Add/Drop Information located on the registrar’s website.

You must officially drop a course to avoid receiving an "F" on your permanent transcript. Simply discontinuing class or informing the instructor you want to drop does not constitute an official drop of the course. For more information, refer to the:

- [Undergraduate Catalog](#)
- [Graduate Catalog](#)

**Academic Calendar**
The University’s [Academic Calendar](#) contains important semester dates.
**Academic Support Resources**

*Technology and Academic Help* provides a guide to technical and academic assistance.

**Students with Disabilities**

Students needing special accommodations should work with the University's *Center for Students with Disabilities (CSD)*. You may contact CSD by calling (860) 486-2020 or by emailing csd@uconn.edu. If your request for accommodation is approved, CSD will send an accommodation letter directly to your instructor(s) so that special arrangements can be made. (Note: Student requests for accommodation must be filed each semester.)


---

**Software Requirements and Technical Help**

- Word processing software
- *Adobe Acrobat Reader*
- Internet access

**STUDENTS: Note carefully. If you have a technical problem, help is available.**

This course is completely facilitated online using the learning management platform, *HuskyCT*.

If you have difficulty accessing HuskyCT, don’t come to me!! There is expert help available as online students have access to the in person/live person support options available during regular business hours in the Digital Learning Center ([www.dlc.uconn.edu](http://www.dlc.uconn.edu)).

**Having a problem at an odd time??**

Students also have 24x7 access to live chat, phone and support documents through [www.ecampus24x7.uconn.edu](http://www.ecampus24x7.uconn.edu).

---

**Minimum Technical Skills**

To be successful in this course, you will need the following technical skills:

- Use electronic mail with attachments.
- Save files in commonly used word processing program formats (e.g. WORD).
- Copy and paste text, graphics or hyperlinks.
- Work within two or more browser windows simultaneously.
- Open and access PDF files.

---

**Evaluation of the Course**

Students will be provided an opportunity to evaluate instruction in this course using the University's standard procedures, which are administered by the *Office of Institutional Research and Effectiveness* (OIRE).

Additional informal formative surveys may also be administered within the course as an optional evaluation tool.