

Department: Sociology

Course No: 2501/W

Credits: 3

Title:Sociology of Intolerance and Injustice

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Content Area: 4

Diversity:No

WQ: W

Catalog Copy:

SOCI 2501. Sociology of Intolerance and Injustice

Either semester. Three credits. Prerequisite: Open to sophomores and higher.

Sociological concepts of intolerance and injustice and how they affect members of marginalized groups; case studies may consider social class, race/ethnicity, gender, sexuality, age, religion, and disability.

SOCI 2501W. Sociology of Intolerance and Injustice

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Sociological concepts of intolerance and injustice and how they affect members of marginalized groups; case studies may consider social class, race/ethnicity, gender, sexuality, age, religion, and disability.

Course Information:

This course focuses on how intolerance & injustice manifest themselves historically, contemporarily, and cross-culturally, how intolerance & injustice are experienced by members of various statuses or categories and how the intersection(s) of various statuses affect, and are affected by, intolerance & injustice. Students will (1) understand the meaning & significance of intolerance & injustice, (2)

demonstrate how the concepts are manifest in contemporary society, (3) demonstrate an ability to draw parallels and differences between local, cross-cultural and global examples of intolerance & injustice, (4) explain how intolerance and injustice are intertwined across seven attributes including race/ethnicity, class, gender, sexuality, age, disability and religion, and (5) demonstrate how intolerance and injustice across the aforementioned attributes (e.g. race/ethnicity, class, etc.) are reflected in society's social institutions.

For both courses (non-W and W), there are three exams, random/unannounced quizzes and at least one 15-page paper. In larger offerings, students in a non-W section will only take three exams and random/unannounced quizzes.

Students will be required to write at least one 15-page paper focusing on the theoretical and applied nature of intolerance and injustice directed toward marginalized groups within contemporary society. The paper allows students to explore a topic in-depth to gain a deeper understanding of the existence and complexity of injustice and intolerance. The paper will follow a format and process consistent with GEOC's W policy. Students will be required to prepare a topic of interest and generate an outline, a bibliography and a first draft...

For W students...

At this point, the instructor will provide suggestions and criticisms of this draft; the student will then submit a revised manuscript (final paper). For some students, a second revision will be recommended or required if it is the instructor's opinion that the student has not yet written a paper of sufficient quality to pass the course's writing requirement.

Class time will be devoted to writing instruction, including choosing a topic, developing a thesis statement, properly outlining the topic, citation format, research skills, library sources and recognizing and avoiding plagiarism. There will also be an emphasis on information literacy that guides students in how to determine the value of information from various sources (e.g. the ability to discern the legitimacy of academic utility of information on the Web). The instructor will ask the Sociology representative at the library to come to class to present necessary instruction in this regard. Students will then demonstrate how they determined the academic value or integrity of their sources.

Students will be encouraged to work with the Writing Center on their papers. If there are persistent theme(s) across students' papers, I will contact the writing center and arrange a class presentation on that topic. If there continues to be systemic difficulties, I will seek out a writing fellow for the course.

Students will receive feedback from the instructor at all four stages of the paper's development, including selecting and developing a topic, outlining their paper, constructing the research bibliography and the first draft.

Students will be informed that "according to university-wide policies for W courses, you cannot pass this course unless you receive a passing grade for its writing components".

Each week students will read a collection of primary sources. See attached syllabus.

Proposed course content includes traditional and contemporary theories of intolerance and injustice and application of these theories to a range of areas in which intolerance and injustice are evident. The course covers the “big 7” of race/ethnicity, social class, gender, sexuality, religion, age and disability. Additional topics include attitude formation and structural / cultural inequality. Particular emphasis will be on the intersection(s) of the various concepts.

Meets Goals of Gen Ed:

To demonstrate mastery, students will independently analyze, synthesize, and evaluate the complex processes of intolerance and injustice. The W-portion requires students to revise/modify their written work under the faculty member’s guidance in order for the students to master the ability to independently evaluate cases and present their findings in a clear & cohesive manner. The specific GenEd goals met by this course are:

1) Become articulate

(via class participation and written work)

2) Acquire intellectual breadth and versatility

(examining concepts in a variety of institutions and cultural settings)

3) Acquire critical thinking skills & judgement

(applied analysis)

4) Acquire moral sensitivity

(understand the cultural significance, definition and use of intolerance and injustice in other sub-cultures)

5) Acquire awareness of their era and society

(by using relevant examples to contrast with historical periods)

6) Acquire consciousness of the diversity of human culture and experience

(exposure to how various dominant groups interact with marginalized groups and use intolerance and injustice as tools of social control)

7) Acquire a working understanding of the processes by which they can continue to acquire and use knowledge

(active use of the Sociology library representative to develop student’s research and information literacy skills.

The course also meets several General Education guidelines, including:

1) Extending the study of diversity and multiculturalism by expanding the groups included in the course and presenting the concepts in a cross-cultural perspective.

2) Incorporating an interdisciplinary perspective (the concepts of intolerance and injustice overlap with other substantive areas such as Psychology, Political Science, Aging, Women’s Studies and other related fields of study).

3) Injecting technologically-relevant instruction, and multimedia, into a course that is clearly enhanced by such pedagogical perspectives. Use of media and documentaries demonstrate cultural, historical and cross-cultural variation.

4) Using a series of assessment tools that, in combination, enhance student assessment. Assessment includes exams, random/unannounced quizzes, and a written application.

CA4 Criteria:

Courses in this group must meet AT LEAST ONE of the following five criteria:

1. Emphasize that there are varieties of human experiences, perceptions, thoughts, values, and/or modes of creativity;
2. Emphasize that interpretive systems and/or social structures are cultural creations;
3. Consider the similarities that may exist among diverse groups;

The course examines the cross-cultural understanding of intolerance and injustice from different sub-groups in a variety of societies & settings. What is intolerance and injustice in one society may be perceived quite differently by members of another group or society. The course emphasizes how social structures affect the development of attitudes and behaviors for members of a particular society. In addition, the course examines how these concepts contribute to the perpetuation of intolerance and injustice.

W Criteria:

Writing

The writing assignments help assess the student's ability to independently analyze and apply the material.

The learning objectives require students to go beyond simple recall and summary, thus limiting the usefulness of more 'objective' (read multiple choice) formats. The only difference between the W and non-W requirements is the feedback on the writing assignments and subsequent revisions.

In order to encourage students to take the draft of each assignment seriously, 50% of the assignment grade is based on the 1st draft and 50% is based on the final product. For the W course, 50% of each assignment's grade is based on writing competency.

(extracted from Question 39)

Students will be required to write at least one 15-page paper focusing on the theoretical and applied nature of intolerance and injustice directed toward marginalized groups within contemporary society. The paper allows students to explore a topic in-depth to gain a deeper understanding of the existence and complexity of injustice and intolerance. The paper will follow a format and process consistent with GEOC's W policy. Students will be required to prepare a topic of interest and generate an outline, a bibliography and a first draft...

For W students...

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end of extraction

SUPPLEMENTARY INFORMATION:

This course is way behind in the approval process. The course was originally funded by a Provost GenEd Grant in 2006! It has been the victim of happenstance multiple times. It was first held up in our Department ... once seeking Department approval and a second time when we changed Director of Undergraduate Studies (and the course did not get carried forward). It was then lost on a 1st pass to the CLAS CCC committee. I have previously submitted it to GEOC...only to have that one disappear along the way. sigh. Anything you can do to help facilitate the process this time would be very much appreciated. It is the course proposal that simply will not die.

SYLLABUS:

Online URL: (https://web2.uconn.edu/senateform/request/course_uploads/rjm02013-1239284928-Intolerance%20&%20Injustice%20Syllabus%20-%20GenEd%202.doc)

Sociology 2XXX: Intolerance & Injustice

Professor: Dr. Ralph B. McNeal Jr.

Office

Hrs: TBD.

Office: Manchester Hall, Room 315

Course Description

Sociology helps us understand why people do what they do in everyday life by analyzing the social context within which they are embedded. “Social context” is a very broad term that encompasses a range of attitudes, values, relationships and institutions. We are each embedded in a set of relationships at both the individual and institutional level. For example, each of us has a set of peers and personal friends that we value; our behavior is, to some degree, constrained by these relationships because we want to avoid behavior that our peers find offensive or unacceptable. We are also nested within various social institutions such as school, workplace, and political system; our behavior is constrained by our relationship to these institutions since there are often formal rules, regulations or laws that define the relationship.

This course is rather unique. Rather than focusing on a wide array of theories and concepts, or a narrow focus on one social institution, this course focuses on two sociological concepts, *intolerance & injustice*. On the surface it may seem relatively narrow to focus on only two concepts, but one could argue that intolerance & injustice are among the most powerful influences in society. If you think of the concepts from only a single perspective (e.g. gender, race & ethnicity, religion, age, etc.), they become unnecessarily restrictive. However, if you conceptualize these topics in a broader framework, they become quite powerful. For example, people have intolerant attitudes often resulting in some groups being the “victims” of injustice; examples of those who often find themselves on the receiving end include the elderly, the poor, the disabled, women, racial & ethnic minorities, members of particular religions and people of “alternative” sexuality (i.e. homosexual, bisexual, trans-gendered, etc.).

Furthermore, intolerance & injustice have particular histories & cultural variations. Intolerance & injustice have long histories, existing in societies many thousands of years ago. Intolerance & injustice are also very culturally rich concepts, present in every existing human society. In other words, these concepts have rich histories, are evident in various cultures and societies, and continue to be particularly relevant for contemporary societies. This course focuses on:

- how intolerance & injustice manifest themselves historically, contemporarily, and cross-culturally
- how intolerance & injustice are experienced by members of various statuses or categories
- how the intersection(s) of various statuses affect, and are affected by, intolerance & injustice

Objectives

- 1) Students will understand the meaning & significance of intolerance & injustice.
- 2) Students will demonstrate how the concepts are manifest in the contemporary United States and be able to explain relevant examples in sociological terms.
- 3) Students will demonstrate an ability to draw parallels and differences between local, cross-cultural and global examples of intolerance & injustice
- 4) Students will explain how intolerance and injustice are intertwined across seven attributes: (1) *race/ethnicity*, (2) *class*, (3) *gender*, (4) *sexuality*, (5) *age*, (6) *disability* and (7) *religion*.
- 5) Students will be able to demonstrate how intolerance and injustice across the aforementioned attributes (e.g. *race/ethnicity*, *class*, etc.) are reflected in society's social institutions.

Learning Disabilities

Please notify me immediately if you have a diagnosed learning disability, such as dyslexia, ADD, ADHD, testing anxiety, etc. Being aware allows planning to accommodate your disability.

Academic Misconduct

Students must abide by the University's Code of Academic Conduct. The code stipulates two kinds of infractions, minor & major.

Minor Infractions: Cheating on a quiz would be treated as a minor infraction. In this class, the consequences consist are: (1) the student(s) involved will fail the quiz in question, (2) you will receive a zero (0) on all previous quizzes (since there is now uncertainty of your previous work), (3) all future quizzes will be closed-notes and (4) you will have the honor of sitting in the front row for the remainder of the semester. If the cheating is before the 5th quiz of the semester, you will receive a zero (0) on the first five quizzes.

Major Infractions: Cheating on two or more quizzes, on an assignment or on an exam results in a major infraction. In this case the consequences exceed that given for minor infractions. The minimum consequence for cheating on multiple quizzes includes (1) failing ALL quizzes for the semester and (2) having the honor of sitting in the front row for the remainder of the semester. The minimum consequence for cheating on an assignment or exam results in (1) failing the assignment or exam in question (0%) and (2) a strong possibility of failure for the course. A major infraction will involve an academic misconduct hearing; the Department Head and/or the Dean of Student's office will also be notified. If found guilty, the Dean may impose further sanctions up to and including dismissal from UConn.

Note: Once you are charged with academic misconduct, you are unable to drop the class until the situation is resolved; the registrar's office places a bar on your account.

HuskyCt

HuskyCt use will include (1) correspondence & announcements, (2) discussion threads, (3) *some* PowerPoint presentations, (4) some readings (.pdf), (5) quizzes, (6) exams and (7) grades. Students should access HuskyCt immediately to ensure you can gain entry and can become familiar with the system.

Quizzes

There are numerous quizzes throughout the semester based on the assigned reading(s).

- *In-class* quizzes often are very simplistic and ask you to list various items from the readings. You are allowed to use your written notes during quizzes, but NOT any textbook, summary sheet, reading, etc.
- *Online* quizzes are more substantial. These quizzes are typically 5-6 multiple choice questions and must be answered within a set time limit (often 10 minutes). You are allowed to use any resource at your disposal EXCEPT other people.

You are strongly encouraged to take notes – not highlighting the text, not scribbling in the margin, but honest to goodness notes on regular paper (since you can use those for a quiz).

There are many methods by which students cheat on the in-class quizzes. While there are many approaches to cheating, these three are most common:

- You are NOT allowed to use your book during quizzes.
- You are NOT allowed to use somebody else's notes during quizzes. This means you are not allowed to use somebody's notes from a previous semester. You are also not allowed to have one student take notes for a given class and distribute photocopies to fellow students.
- You are NOT allowed to copy answers from another student.

Students receive a zero (0) for each missed quiz; there are no make-up quizzes given. Students are able to drop their two (2) lowest quiz grades. Since your two lowest quiz grades are dropped, there is no such thing as an "excused" absence. You simply include that quiz among your two. The foremost reasons for zeros on quiz grades are being absent, not having done the reading, coming to class late, or leaving class early (all of which are generally not acceptable).

Please note, quizzes can be given at any point during the class period and I reserve the right to give more than one quiz in a given period.

Exams

There are 3 exams this semester. Each exam contains a range of question "types". There may be multiple choice, short answer, essays and/or "vignettes". The vignettes are individual cases or examples; you will explain how particular concepts are manifest in the particular vignette. Think of it as a question-type that assesses your ability to apply what you have learned in a "real", albeit contrived, setting.

Exams include only material covered since the previous exam. However, it is often necessary to understand previous material (especially theoretical explanations) to answer each exam's questions. Exam dates will be provided within the 1st week of class.

Important: Once set, exam dates are fixed in stone. They will change only due to conditions beyond my control (e.g. snow on test day). You are responsible for all the listed material whether covered in class or not.

Make-Up Exams

You will be offered a make-up exam only if you can document a legitimate reason for missing the test (at my discretion). These cases are very rare and often involve substantial illness or injury. If you cannot document/verify your reason for missing the exam, my advice is to drop the class.

Extended Application / Paper

At the beginning of the semester you will be assigned a book that addresses one or more major theme(s) in the sociology of intolerance and injustice. You will be responsible for reading the book and extracting the thematic material. I will assist you in this process if needed but I will not select the themes for you!

Once you have extracted the theme(s), you must write a paper that links the major theme(s) in the book to actual circumstances, incidents or issues in our State. This means you need to spend portions of the semester gathering relevant information from sources such as newspaper reports, television news shows, magazine articles, and city &/or State reports, among others.

Your goal is to either:

- (1) Gather extensive information on **one case/incident** and write a case-study. You will need substantial material on which to base your manuscript; in other words, it will have to be a fairly well known or widely-publicized case so that there is sufficient information.
- (2) Gather information from **a range of cases/incidents** and use the information to help frame your paper and support your argument.
- (3)

Your manuscript must abide by the W-requirement guidelines established by the University. **The major paper will be at least 15 pages in length, written and revised following the W-requirement guidelines. One of these requirements is that you must pass the writing component to pass the course. The University policy is very clear on this matter: "according to university-wide policies for W courses, you cannot pass this course unless you receive a passing grade for its writing components". There are no variations, modifications or waivers of this requirement.** Further information about the W-requirement can be found at www.xxx@uconn.edu.

Remember: topics pertaining to intolerance and injustice always have direct and indirect relationships to a number of other theoretical concepts. For example, an article about how Hartford emergency services (e.g. police, fire, medical, etc.) take longer to respond in some neighborhoods than others could be linked to a number of other concepts including cultural perceptions, structural/institutional injustices and differential experiences by race/ethnicity. In some cases, you will have to think more deeply about how the selections fit within the theoretical framework; nothing about intolerance and injustice exist in a vacuum.

(More details to be distributed in class)

Grading

Application

- The preliminary draft will receive two grades, one substantive and one writing.
- The final version/revision will receive two grades, one substantive and one writing.
- Your grade for the assignment will be an average of the two sets of grades (substantive draft & final; writing draft & final).

Here is a table depicting the “math” behind your paper grade(s):

	Substantive Draft Grade	Substantive Final Grade		Writing Draft Grade	Writing Final Grade	Final Paper/Case Grade
Paper/Case 1	A	C		B	D	
	Paper/Case 1 Substantive Grade			Final Paper/Case 1 Writing Grade		
	$(A+C)/2 = X$			$(B+D)/2 = Y$		$(X+Y) / 2$

Grading Scale

Quizzes, 15%; Exams, 60% (20% each); Application 25%

Grades are assigned on a fixed scale (i.e. NO CURVES), with the breakdown as follows:

A=90 +; B=80-89; C=70-79; D=65-69; F< 65.

Note: there are pluses and minuses assigned on final grades that are not reflected above.

Please note that all assigned grades on quizzes and exams are final. Please only see me about a specific grade when there is a mathematic error or when you are confused about why your answer is incorrect. If I am asked to re-evaluate a question, I will re-grade the entire exam; this helps minimize what I refer to as grade-mongering.

Course Materials

Lucal, B. and M. Ender. 2007. *Inequalities: Readings in Diversity & Social Life*. Boston, MA: Pearson Custom Publishing. ISBN:

The reader is a collection assembled specifically for this class. If you do a search on-line, you will find literally hundreds of books floating around with *Inequalities* title, but different ISBN #s. *This reader CANNOT be found online. If you purchase an Inequalities Reader on line, I can guarantee it will have the wrong readings.*

Readings

I. Introduction to Social Inequality, Intolerance & Injustice

Lucal, Betsy and Morten Ender. "The (Un)lucky Seven: An Introduction to *Inequalities: Readings in Diversity and Social Life*."

Payne, Geoff. "An Introduction to Social Divisions."

Weber, Max. "Class, Status, Party."

Johnson, Allan G. "The Trouble We're In: Privilege, Power and Difference."

Lemert, Charles. "The Mysterious Power of Social Structures."

Kendell, Diana Elizabeth. "Members Only: Organizational Structure and Patterns of Exclusion."

Roy, Jody. "Us Versus Them."

II. Race & Ethnicity

Tatum, Beverley Daniel. "Defining Racism: Can We Talk?"

Yamato, Gloria. "Racism: Something About the Subject Makes It Hard to Name."

Feagin, Joe and Herman Vera. "White Racism: A Sociology of Human Waste."

Staples, Brent. "Just Walk on By: A Black Man Ponders His Power to Alter Public Space."

Goldscheider, Calvin. "Are American Jews Vanishing Again?"

Portes, Alejandro. "English-Only Triumphs, But The Costs Are High."

Shaheen, Jack G. "Hollywood's Muslim Arabs."

III. Gender

Johnson, Allan G. "Unraveling the Gender Knot."

Sidel, Ruth. "The Enemy Within: The Demonization of Poor Women."

Nilsen, Alleen Pace. "Sexism in English: A 1990s Update."

Rothenberg, Paula. "A Jewish Girlhood."

Richie, Beth E. and Valli Kanuha. "Battered Women of Color in Public Health Care Systems: Racism, Sexism and Violence."

IV. Sexualities

Pharr, Suzanne. "Homophobia: Weapon of Sexism."

Tolman, Deborah L. "Doing Desire: An Adolescent Girls' Struggles for/with Sexuality."

Gomes, Charlene. "Partners as Parents: Challenges Faced by Gays Denied Marriage."

Mernissi, Fatima. "The Muslim Concept of Active Female Sexuality."

V. Social Class

Sklar, Holly. "Imagine a Country – 2003."

Cox, Stan. "Wal-Mart Wages Don't Support Wal-Mart Workers."

Gans, Herbert J. "Deconstructing the Underclass."

Butsch, Richard. "A Half Century of Class and Gender in American TV Domestic Sitcoms."

Perrucci, Robert and Earl Wysong. "The Global Economy and the Privileged Class."

VI. Age

Butler, Robert N. "Dispelling Ageism: The Cross-Cutting Intervention."

Gullette, Margaret Morganroth. "The High Costs of Middle Ageism."

Stanford, E. Percil and Paula M. Usita. "Retirement: Who is at Risk?"

Fakhouri, Hani. "Growing Old in an Arab-American Family."

VII. Religion

Thomas, George M. "Religions in Global Civil Society."

Deacon, Reverend. Dr. Jay F.. "What Does the Bible Say About Homosexuality?"

Liederman, Lina Molokotos. "Religious Diversity in Schools: The Muslim Headscarf Controversy and Beyond."

VIII. Disabilities

Fine, Michelle and Adrienne Asch. "Disability Beyond Stigma: Social Interaction, Discrimination and Activism."

Holden, Chris and Peter Beresford. "Globalization and Disability"

Saxton, Marsha. "Reproductive Rights: A Disability Rights Issue."

IX. Social Change

Ayvazian, Andrea. "Interrupting the Cycle of Oppression: The Role of Allies as Agents of Change."

Raeburn, Nicole C. "The Rise of the Workplace Movement: Fighting for Lesbian, Gay, and Bisexual Rights in Corporate America."

Bucher, Richard D. "Diversity Education."