

CATALOG YEAR 2006-2007**(Please use separate form for each add/change)**COLLEGE/SCHOOL : _____ Arts and Sciences _____Current Catalog Page(s) Affected _____ p. 333 _____

Course: Add: X Delete: _____
 (check all that apply) Change: Number _____ Title _____ SCH _____
 Description _____ Prerequisite _____

If new, provide Course Prefix, Number, Title, SCH Value, Description, prerequisite, and lecture/lab hours if applicable. If in current catalog, copy and paste the text from the [on-line catalog](#) and indicate changes in red.

SOCI 5304 Racial-Ethnic, Social Class and Gender Inequalities Three semester hours.
 An overview of racial-ethnic, social class and gender theory. Analysis of how race-ethnicity, social class and gender impact on individual life outcomes and group stratification. Social policy issues are examined using qualitative and quantitative data analysis techniques useful for community organizations. Prerequisite: Graduate Standing.

Outline Attached.

Justification: Race-ethnicity, social class and gender are central concepts in the discipline of sociology and used to study the impact of social policies on communities. Many sociology M.A. programs offer courses focused on these concepts and related theory and its social application. Listing and offering this course will strengthen the sociology M.A. curriculum.

Program: Add: _____ Change: _____ Attach new/changed Program of Study description and 4-year plan. If in current catalog, copy and paste the text from the [on-line catalog](#) and indicate changes in red.

Minor: Add: _____ Delete: _____ Change: _____ Attach new/changed minor. If in current catalog, copy and paste the text from the [on-line catalog](#) and indicate changes in red.

Faculty: Add: _____ Delete: _____ Change: _____ Attach new/changed faculty entry. If in current catalog, copy and paste the text from the [on-line catalog](#) and indicate changes in red.

College Introductory Pages: Add information: _____ Change information: _____ Attach new/changed information. If in current catalog, copy and paste the text from the [on-line catalog](#) and indicate changes in red.

Approvals:

Signature

Date

Chair

Department Curriculum Committee

Chair

Department

Chair

College Curriculum Committee

Dean

Sociology 5304 Racial-Ethnic, Social Class and Gender Inequalities

COURSE DESCRIPTION:

An overview of racial-ethnic, social class and gender theory. Analysis of how race-ethnicity, social class and gender impact on individual life outcomes and group stratification. Social policy issues are examined using qualitative and quantitative data analysis techniques useful for community organizations. Prerequisite: Graduate Standing

Outline:

Week One: Purpose of the Course and Introduction to the Study of Inequality

Week Two: The Concepts of Race, Ethnicity and Theories of Racial-Ethnic Stratification

Week Three: The Concept of Social Class and Theories of Social Class Stratification

Week Four: The Concept of Gender and Theories of Gender Stratification

Week Five: Theories of Race-Ethnicity, Social Class and Gender

**Week Six/: Research on the Inter-Relationship of Racial-Ethnic, Social Class
Seven And Gender Stratification**

Week Eight: MIDTERM

**Week Nine: Social Policies Impacting on Racial-Ethnic, Social Class
Ten And Gender Stratification: National Level**

**Week Eleven: Social Policies Impacting on Racial-Ethnic, Social Class
Twelve And Gender Stratification: State Level (Texas)**

**Week Twelve: Community Impact of National and State Policies Impacting
Thirteen On Racial-Ethnic, Social Class and Gender Stratification
(Webb County, Texas or other Community in which the
graduate student resides) Practicum**

**Week 14: Academic and Community Research Paper on Impact
Of National, State and Community Policies Which
Impact Racial-Ethnic, Social Class and Gender
Startification**

Week 15 FINAL

Curriculum Committee Sample Syllabus
TEXAS A&M INTERNATIONAL UNIVERSITY
College of Arts and Sciences
Department of Behavioral and Applied Sciences
& Criminal Justice

Racial-Ethnic, Social Class and Gender Inequalities/Sociology 5304

Instructor: Judith Ann Warner, Ph.D.	Phone: 326-2623
Office: 304D	e-Mail: jwarner@tamiu.edu
Office Hrs.: TBD	Classroom: TBA

Texts & Readings:

Healey, Joseph F. 2006. *Race, Ethnicity, Gender and Class*. Thousand Oaks, CA: Pine Forge Press.

Peer-Reviewed Readings: To be Selected from the EbscoHost and or other Internet Databases EACH TIME the course is taught in order to be current in the field and with national, state and community events.

Course Description and Goals

Description (catalogue). An overview of racial-ethnic, social class and gender theory. Analysis of how race-ethnicity, social class and gender impact on individual life outcomes and group stratification. Social policy issues are examined using qualitative and quantitative data analysis techniques useful for community organizations. Prerequisite: Graduate Standing.

This course develops an advanced understanding of the sociological concepts of race, ethnicity, social class and gender. It encourages students to undertake advanced work in development of the theory of the intersection of race, class and gender and to apply a knowledge of the impact of stratification systems to the study of social problems at a national, state and community level.

Participation Policy

All students are expected to attend in a classroom environment or participate online in a WebCT course. Either classroom or online students would be expected to engage in online discussion regardless of the course medium.

Assignments and Relative Weight

- Discussions to be posted online in WebCT—10 in all (10%)
- Written Essays (1, 2, 3) (30%)
- Research Practicum Essay (20%)
- Midterm (20%)
- Final (20%)

Learning Goals, Objectives and Outcomes:

Specific Learning Goals, Objectives and Outcomes for this course are illustrated in the following figure. Each goal and objective is identified for each assignment for the course. The goals and objectives for sociology courses is located below for reference. .

Discussions

Objectives	1	2	3	4	5	6	7
Goal 1. Acquisition of Sociological Knowledge	X	X		X			
Goal 2: Analytical Skills		X	X				
Goal 3: Critical and Creative Thinking Skills	X	X	X	X			
Goal 4: Communication Skills	X	X	X	X			
Goal 5: Analysis of Contemporary Questions	X	X					

Written Essays (1,2,3)

Objectives	1	2	3	4	5	6	7
Goal 1. Acquisition of Sociological Knowledge	X	X		X			
Goal 2: Analytical Skills		X	X	X	X	X	X
Goal 3: Critical and Creative Thinking Skills		X	X				
Goal 4: Communication Skills	X	X					
Goal 5: Analysis of Contemporary Questions	X	X					

Mid-term

Objectives	1	2	3	4	5	6	7
Goal 1. Acquisition of Sociological Knowledge	X	X		X			
Goal 2: Analytical Skills		X	X				
Goal 3: Critical and Creative Thinking Skills		X	X				
Goal 4: Communication Skills	X	X					
Goal 5: Analysis of Contemporary Questions	X						

Research Practicum Essay

Objectives	1	2	3	4	5	6	7
Goal 1. Acquisition of Sociological Knowledge	X	X					
Goal 2: Analytical Skills	X	X	X	X	X	X	X
Goal 3: Critical and Creative Thinking Skills	X	X	X				
Goal 4: Communication Skills	X	X	X	X			
Goal 5: Analysis of Contemporary Questions	X	X					

Final Exam

Objectives	1	2	3	4	5	6	7
Goal 1. Acquisition of Sociological Knowledge	X	X					
Goal 2: Analytical Skills	X	X	X	X	X		
Goal 3: Critical and Creative Thinking Skills	X	X	X				
Goal 4: Communication Skills	X	X					
Goal 5: Analysis of Contemporary Questions	X	X					

The grading policy used for this course is standard (90 and above is an 'A'; 80 to 89 is a 'B'; 70-79 is a 'C'; 60 -69 is a 'D'; below a 60 is an 'F').

Sociology Learning Goals and Objectives

Learning Goal 1	Acquisition of Sociological Knowledge <ol style="list-style-type: none"> 1 Demonstrate knowledge of key sociological concepts and theories. 2 Explain how culture, structural factors, and social institutions impact on groups and individuals. 3 Explain how social interaction and the self influences society and social structure. 4 Compare and contrast basic theoretical orientations
Learning Goal 2	Analytical Skills <ol style="list-style-type: none"> 1. Acquire skills to collect data 2. Demonstrated appropriate computer and other technology skills. 3. Read and understand sociological research reports/articles. 4. Formulate research questions and formulate testable hypotheses. 5. Analyze and interpret data (drawing inferences, formulating conclusions). 6. Use results of analysis to formulate new research questions. 7. Identify and apply the principles of ethical sociological practice.
Learning Goal 3	Critical and Creative Thinking Skills <ol style="list-style-type: none"> 1. Identify underlying assumptions in theoretical orientations or arguments. 2. Show how patterns of thought and knowledge are directly influenced by political and economic social structures. 3. Present opposing viewpoints and alternative hypotheses. 4. Engage in teamwork where many different points of view are presented.
Learning Goal 4	Communication Skills <ol style="list-style-type: none"> 1. Demonstrate effective written communication and editing skills. 2. Demonstrate appropriate writing conventions and formats. 3. Demonstrate effective oral communication skills. 4. Engage in teamwork to demonstrate effective listening and communication skills to make decisions and solve problems.
Learning Goal 5	Analysis of Contemporary Questions <ol style="list-style-type: none"> 1 Describe the diversity of the United States by variations in race, class, gender, and age. 2 Demonstrate ability to identify, analyze, and suggest solutions to pressing social problems.

College of Arts and Sciences - Term Assignments, Readings and Due Dates

Modules & Readings	Dates & Assignments & Exams
Module One: Purpose of the Course and Introduction to the Study of Inequality Readings: Healey, Chapter 1	Week 1 Discussion
Module Two: The Concepts of Race, Ethnicity and Theories of Racial-Ethnic Stratification Readings: Healey, Chapter 2 Peer-reviewed articles: TBA	Week 2 Discussion
Module Three: The Concept of Social Class and Theories of Social Class Stratification Readings: Healey, Chapter 2 Peer-reviewed articles: TBA	Week 3 Essay
Module Four: The Concept of Gender and Theories of Gender Stratification Readings: Healey, Chapter 3 Peer reviewed articles: TBA	Week 4 Discussion
Module Five: Theories of Race-Ethnicity, Social Class and Gender Readings: Healey, Chapter 4 Peer-reviewed articles: TBA	Week 5 Essay
Modules Six: : Theories of Race-Ethnicity, Social Class and Gender Readings: Healey, Chapter 5 Peer reviewed articles: TBA	Week 6 Discussion
MIDTERM	Week 7
Module Seven: Research on the Inter-Relationship of Racial-Ethnic, Social Class And Gender Stratification Readings: Healey, Chapter 6 Peer-reviewed articles: TBA	Week 8 Discussion
Module Eight: Social Policies Impacting on Racial-Ethnic, Social Class And Gender Stratification: National Level: Readings: Healey, Chapter 7 Peer-reviewed articles: TBA	Week 9 Discussion
Module Nine: Social Policies Impacting on Racial-Ethnic, Social Class and Gender Stratification: National Level: Reading, Healey, Chapter 8 Peer reviewed articles: TBA	Week 10 Essay

<p>Module Ten: Social Policies Impacting on Racial-Ethnic, Social Class And Gender Stratification: State Level (Texas) Readings: Healey, Chapter 9 Peer reviewed articles: TBA</p>	<p>Week 11 Discussion</p>
<p>Module Eleven: Social Policies Impacting on Racial-Ethnic, Social Class And Gender Stratification: State Level (Texas) Readings: Healey, Chapter 10 Peer-reviewed articles: TBA</p>	<p>Week 12 Discussion</p>
<p>Module Twelve: Community Impact of National and State Policies Impacting On Racial-Ethnic, Social Class and Gender Stratification (Webb County, Texas or other Community in which the graduate student resides) Practicum Readings: Healey, Chapter 11 Peer-reviewed articles and internet documents: TBA</p>	<p>Week 13 Discussion</p>
<p>Module Thirteen: Academic and Community Research Paper on Impact Of National, State and Community Policies Which Impact Racial-Ethnic, Social Class and Gender Stratification Readings: Healey, Chapter 12</p>	<p>Week 14 Discussion and Research Practicum Essay</p>
<p style="text-align: center;">FINAL</p>	<p>Week 15</p>

Texas A & M International University Syllabi Guidelines

Classroom Behavior

The College of Arts and Sciences encourages classroom discussion and academic debate as an essential intellectual activity. It is essential that students learn to express and defend their beliefs, but it is also essential that they learn to listen and respond respectfully to others whose beliefs they may not share. The College will always tolerate diverse, unorthodox, and unpopular points of view, but it will not tolerate condescending or insulting remarks. When students verbally abuse or ridicule and intimidate others whose views they do not agree with, they subvert the free exchange of ideas that should characterize a university classroom. If their actions are deemed by the professor to be disruptive, they will be subject to appropriate disciplinary action, which may include being involuntarily withdrawn from the class.

Copyright Restrictions

The Copyright Act of 1976 grants to copyright owners the exclusive right to reproduce their works and distribute copies of their work. Works that receive copyright protection include published works such as a textbook. Copying a textbook without permission from the owner of the copyright may constitute copyright infringement. Civil and criminal penalties may be assessed for copyright infringement. Civil penalties

include damages up to \$100,000; criminal penalties include a fine up to \$250,000 and imprisonment.

Copyright laws do allow students and professors to make photocopies of copyrighted materials under strict conditions. You may not copy most, much less all, of a work, but you may copy a limited portion of a work, such an article from a journal or a chapter from a book. These copies must be for your own personal academic use or, in the case of a professor, for personal, limited classroom use. In general, the extent of your copying should not suggest that the purpose or the effect of your copying is to avoid paying for the materials. And, of course, you may not sell these copies for a profit. Thus, students who copy textbooks to avoid buying them or professors who provide photocopies of textbooks to enable students to save money are both violating the law.

Plagiarism and Cheating

Plagiarism is the presentation of someone else's work as one's own. Recently, the Internet has complicated the picture. Getting something from the Internet and presenting it as one's own is still plagiarism. Copying another student's paper or a portion of the paper - is usually called "copying". Neither plagiarism nor copying will be tolerated. Should a faculty member discover that a student has committed plagiarism, the students will receive a grade of 'F' in that course and the matter will be referred to the Executive Director of Student Life for possible disciplinary action.

Students with Disabilities

Texas A&M International University seeks to provide reasonable accommodations for all qualified persons with disabilities. This University will adhere to all applicable federal, state, and local laws, regulations and guidelines with respect to providing reasonable accommodations as required to afford equal education opportunity. It is the student's responsibility to register with the Director of Student Counseling and to contact the faculty member in a timely fashion to arrange for suitable accommodations.

Incomplete Grade Assignments

Incompletes are discouraged and are assigned only under extenuating circumstances. In fairness to those students who complete the course as scheduled, under no circumstances will an Incomplete ("I") be changed to an "A" unless the student has experienced a death in the immediate family or has a written medical excuse from a physician.

Independent Study Courses

Independent Study (IS) courses are offered only under exceptional circumstances. Required courses intended to build academic skills may not be taken as IS (e.g., clinical supervision and internships). No student will take more than one IS course per semester. Moreover, IS courses are limited to seniors and graduate students. Summer IS course must continue through both summer sessions.

Student Responsibility For Dropping a Course

"It is the responsibility of the STUDENT to drop the course before the drop date. Faculty are not responsible for dropping students who suspend class attendance".

Final Examination

Final Examinations must be comprehensive and must be given on the day specified.

Student E-mail Address

All students must obtain a TAMIU e-mail address

Academic Conduct

As a member in an academic community, students at Texas A&M International University are expected to exhibit a high level of honesty and integrity in their pursuit of higher education, be mature, self directed and able to manage their own affairs. Students who are unwilling to abide by these basic expectations will find themselves facing academic and/or disciplinary sanctions.

Violations of Academic Honesty

Academic dishonesty is any act (or attempt) which gives an unfair academic advantage to the student. Academic dishonesty includes, but is not limited to:

1. **Plagiarism** – Plagiarism is the act of passing off some other person's ideas, words or works as one's own. It includes, but is not limited to, the appropriation, buying, receiving as a "gift", or obtaining by any other means another's work for the submission as one's own academic work.
2. **Cheating** – Cheating is an act of deception in which a student misrepresents that he/she has mastered information related to an academic exercise. Examples include:
3. **Copying**, without the professor's authorization, from another student's test, lab report, computer file, data listing, logs, or any other type of report or academic exercise.
4. Using unauthorized materials during a test.
5. Using, buying, selling, stealing, transporting, soliciting, copying or possessing (in whole or in part), the contents of an unadministered test, a required assignment or a past test which has, by the professor, not been allowed to be kept by their students.
6. Taking a test for someone or permitting someone to take a test for you. This also includes attending class for someone else or allowing someone to attend class for you other than short term situations such as illness and where the professor has been notified by the student of record of said short-term substitution.
7. **Collusion** -- Collusion is unauthorized collaboration with another person or persons during a test or in the preparation of any type of written work in an academic exercise/setting.

Sanctions for Academic Misconduct

It is the responsibility of the faculty member to assess the gravity of any case of academic dishonesty and assign appropriate grade penalties. Penalties that may be applied by the faculty to individual cases of academic dishonesty may be:

1. A requirement of additional academic work not required of other students in the course may be imposed.
2. A grade of “F” on the assignment/test and/or in the course may be imposed.
3. A requirement to be administratively withdrawn from the course with the instructor being allowed to determine the grade of W or WF.
4. Recommendation for disciplinary sanctions such as suspension, dismissal from the program or expulsion from the university.

A student may not drop a class in which there is an unresolved question of academic dishonesty. If the faculty member determines that a grade of “F” in the course is the appropriate penalty and this disciplinary action occurs prior to the deadline for dropping courses, the student forfeits his/her right to drop the course in question. Appeals of sanctions imposed by the faculty for breaches of Academic Honesty follow the same process as grade appeals. The appeals process is detailed in the faculty handbook at <http://www.tamtu.edu/handbook.shtml>.

If the faculty member recommends that, in addition to a grade of “F” in the course, a more severe sanction be levied, the faculty member will send a written recommendation to his/her department chair. The department chair will forward the recommendation through the dean of his/her college to the Provost and Vice President for Academic Affairs. The Provost will appoint an ad hoc committee to hear the case and submit a recommendation to the appropriate college dean who will in turn levy an appropriate sanction. The Ad Hoc committee will follow the same process as the Administrative Hearing Panel. This process listed in the Student Code of Conduct section of the Student Handbook. Appeals for these sanctions must be made in writing to the Provost and Vice President of Academic Affairs within 5 university business days. The Provost’s decision will be final.

Faculty members are to report cases of academic dishonesty to their department chair who in turn will notify the appropriate academic dean with copies to the Provost, and the Executive Director of Student Life. Reporting violations of Academic Honesty enables the Executive Director of Student Life to detect multiple violations of university policy. All reports are to be in writing. Multiple violations by the same student will be reported to the Provost for adjudication.