

S0445-01 INEQUALITY AND IDENTITY

METHOD OF INSTRUCTION: HYBRID CLASS

The course is a hybrid course with most classes meeting face-to-face on Tuesday, Thursday 11:00AM - 12:20PM, and fewer than 50% of classes online, asynchronous. All students are required to create a Moodle account and enroll in the Moodle shell of this course by the first class to access readings, forums, assignments, and exams. *The enrolment key will be provided to students via email and shared in class.*

[Login to Moodle](#) to access course resources. For assistance with Moodle, contact moodlehelp@triton.uog.edu.

PROFESSOR'S INFORMATION

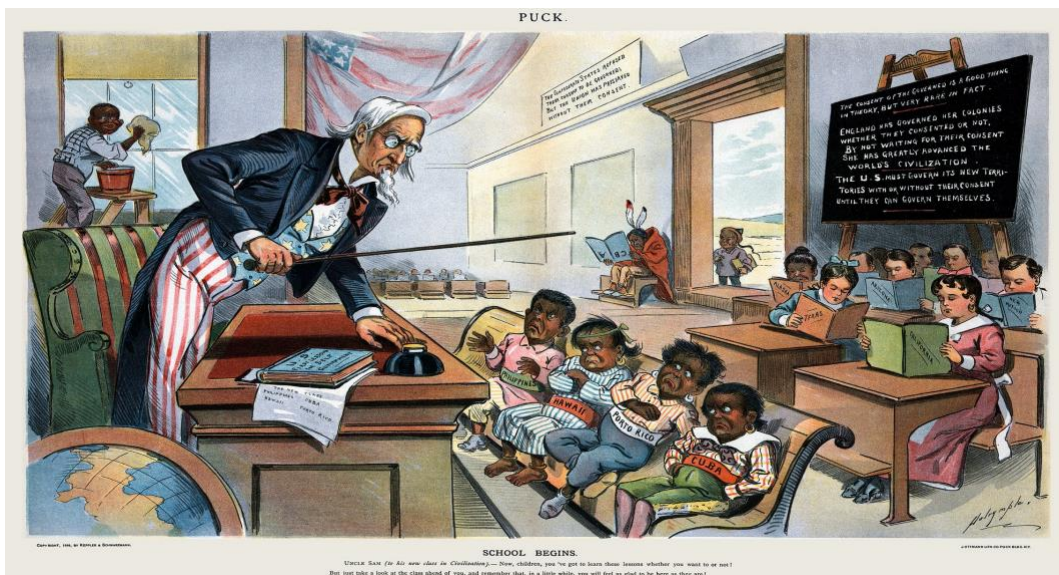
Dr. Debra T. Cabrera

Email address is dcabrera@triton.uog.edu.

Telephone: (671)735-2871

Office Location: HSS219C

Office Hours: Monday, Tuesday, Wednesday: 9:00 AM to 11:00 AM and by appointment



School Begins, Puck (Magazine) January 25, 1899

CATALOG DESCRIPTION

This course is designed to raise awareness of the dynamics of race/ethnicity, class, and gender in the shaping of society. The course explores the problems of conflict and accommodation between groups in multicultural societies. It analyzes variations in levels of harmony and conflict between such groups. Students are required to carry out a research project analyzing some aspect of race, class or gender in Micronesia.

COURSE CONTENT

The course takes in-depth analyses of the dynamics of inequalities and their impact on the development and expression of identities formed around on race/ethnicity, social class, sex/gender, and sexual orientation.

READINGS

Newman, David M. 2022. *Identities and Inequalities: Exploring the Intersections of Race, Class, Gender, and Sexuality*, 4th ed., New York, NY: McGraw Hill.

In addition to the Newman's book, you are required to read additional materials listed in the Schedule of Classes section of the syllabus. These readings are provided in Moodle.

STUDENT LEARNIG OUTCOMES ALIGNMENT MATRIX

The University of Guam's Sociology Program Learning Outcomes (PLOs) are aligned with UOG's Institutional Learning Outcomes (ILOs). This table describes sociology's PLOs and links them to SO445 Student Learning Outcomes (SLOs), which are also described. It lists the course assignments designed to assess these learning outcomes.

Program Learning Outcomes (or PLOs) The sociology major educates students concerning:	Student Learning Outcomes (or SLOs) for SO 445 At the completion of the course, students are expected to demonstrate:	Assignments for Reaching SLOs
(1) PLO #1 Apply sociological principles and concepts to the social world. <i>UOG ILO 4: Understanding and appreciation of culturally diverse people, ideas and values in a democratic context.</i> <i>UOG ILO 6: An appreciation of the arts and sciences</i> <i>UOG ILO 7: An interest in personal development and lifelong learning.</i>	(SLO 1) Knowledge of specific sociological principles, concepts and issues that contribute to their understanding of the sociology of minority relations.	Response Papers, Class Discussions, Visual Sociology Project, Essays
PLO #2 Evaluate the effectiveness of sociological theories in explaining aspects of the social world. <i>UOG ILO 1: Mastery of critical thinking and problem solving.</i> <i>UOG ILO 4: Understanding and appreciation of culturally diverse people, ideas and values in a democratic context.</i> <i>UOG ILO 6: An appreciation of the arts and sciences.</i>	(SLO 2) Effective performance in comparing and contrasting theoretical perspectives which [that] apply to minority relations.	Response Papers, Class Discussions, Visual Sociology Project, Essays
PLO #3 Apply qualitative and quantitative research methodologies in research design, data collection and analyses in an ethical manner. <i>UOG ILO 2: Mastery of quantitative analysis</i> <i>UOG ILO5: Responsible use of knowledge, natural resources, and technology</i> <i>UOG ILO 6: An appreciation of the arts and sciences</i>	(SLO 3) How to design a research study, and an understanding of the relevant research that has been conducted on minority relations. (SLO 4) Application of techniques of analyses for qualitative and quantitative analyses in relation to scientific technical writing which accurately conveys research findings. (SLO 5) How to investigate both qualitative and quantitative data in relation to minority studies, including learning how to use technical skills in retrieving information and data from various archival and IT sources (SLO 6) Application of ethical practices surrounding the study of minority relations.	Response Papers, Visual Sociology Project, Research Paper

<p>PLO #4 Explain sociological knowledge through oral and written communication. UOG ILO 3: Effective oral and written communication skills UOG ILO5: Responsible use of knowledge, natural resources, and technology UOG ILO 7: An interest in personal development and lifelong learning.</p>	<p>(SLO 7) Effective performance in defining and describing theories of minority relations in relation to generating sociological knowledge</p>	<p>Visual Sociology Project and Presentation, Research Paper</p>
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FINAL GRADES

Grades will be calculated based on your performance in the following areas:

Attendance/Class Engagement	20%
Research Paper and Presentation	25%
Response Papers	20%
Visual Sociology Project and Presentation	15%
Final Exam	20%

Grading Scale:

Letter Grade	Grade Point Value	Percent Grade	Definition	
A+	4.00	98-100%	Outstanding	Honors-level performance with superior quality and extraordinary distinction.
A	4.00	93-97%		
A-	3.67	90-92%		
B+	3.33	87-89%	Good	Solid accomplishment, indicating a substantial mastery of course materials and a good command of skills required by the course.
B	3.00	83-86%		
B-	2.67	80-82%		
C+	2.33	77-79%	Adequate	Students have achieved the level of competency needed for advancing to a subsequent course which has this course as pre-requisite.
C	2.00	70-76%		
D	1.00	60-69%	Deficient	Minimal passing, but not adequate to take a subsequent course which has this course as pre-requisite.
F	0.00	<60%	Failure	Inadequate to receive credits.
P			Pass	
I			Incomplete	
NC			No Credit	

ASSIGNMENT DESCRIPTIONS

Attendance/Class Engagement

It is the student's responsibility to log in to Moodle for the syllabus, announcements, assignments, and other assessments. During our meetings, please be respectful and attentive. ***The term attendance means more than just being present. It also means listening to what people are saying and responding to what is being said when it is appropriate.*** Be on time for our class meetings. Being absent, tardy, and non-attentive or disrespectful will negatively impact your grade. Participation during student presentations is especially important. Class engagement in Moodle Forums is required.

Class engagement will require students in teams of two or more to lead discussions on assigned topics listed in the Schedule of Classes section of the syllabus. A rubric is provided in Moodle. Class attendance/class engagement is worth 20% of the final grade.

Response Papers

Response papers should consist of a summary of the readings for that week, a thoughtful response/critique/commentary of the readings and/or films and one discussion question that addresses some aspect of the readings. You will be required to write four (4) response papers over the course of the semester. Each response paper is worth 5% of your grade. Response papers should be approximately three to four pages.

Visual Sociology Project

Students are required to use visual sociology in their study of inequality and identity. The specific topic is the student's choice with the professor's input. The topic should be linked to the research paper, but certain exceptions may apply. More details and instructions concerning the project will be discussed in class. See <https://visualsociology.org/> for more information on visual sociology.

Final Paper and Presentation

Your final paper will include peer-reviewed journal articles on a topic related to inequality and identity that interests you. The research paper must incorporate original data collected on a topic about inequality (race, class, gender, sexuality, ability, age, etc.) in Micronesia. Data collection may be a collaborative effort with classmates, with each looking at a specific research question. The rubric is provided in Moodle.

Final Exam

The final exam will be a comprehensive assessment of your sociological understanding of the readings, lectures, and films on identity and inequality. It will assess your critical thinking and demonstrate your argumentative skills. The final exam will consist of a set of essay questions, with responses submitted in Moodle.

Late Work Policy

Students must communicate with me to explain the reason for missing work and ask for permission to submit late work. Late coursework may be accepted with penalty, no less than 10% deduction. No late coursework will be accepted after the last day of instruction for the course, resulting in a grade of zero for the work.

TIME COMMITMENT

University policy states: "At the University of Guam by definition one credit hour equals 15 hours of student-teacher contact in a face-to-face or on-line course" *and* "Faculty members are contractually expected to... assign readings, homework, and other learning activities that require *at least two hours of preparation and study time for every contact hour each week...*" For this course that means you are expected to put in *nine hours a week on average* including instructional time. Please be prepared to spend that much time on this course.

PLAGIARISM STATEMENT

The term "plagiarism" includes, but is not limited to, the use, by paraphrase or direct quotation, of the published or unpublished work of another person without full and clear acknowledgment. It also includes the unacknowledged use of materials prepared by another person or agency engaged in the

selling of term papers or other academic materials (UOG Student Handbook, p. 49). Cases of plagiarism are referred to the Student Discipline and Appeals Committee. In this course this penalty for plagiarism can range from no credit for the assignment to failure in the course.

EEO STATEMENT, ADA ACCOMODATION SERVICES AND COMMITMENT TO STUDENT LEARNING

The University of Guam (UOG) is committed to achieving equal opportunity and full participation of persons with disabilities by providing for non-discriminatory access to its services and facilities through the ADA Office. The Mission of the ADA Office is to ensure non-discriminatory access to all benefits, privileges, opportunities and obligations to faculty, staff and community members with disabilities and to ensure a process for full compliance by UOG with the ADA of 1990, as amended, and Section 504 of the Rehabilitation Act of 1973, as amended, taking into account the economic climate and multi-cultural diversity of the institution.

For individuals covered under the ADA (Americans with Disabilities Act), if you are a student with a disability requiring academic accommodation(s), please contact the Disability Support Services Office to discuss your confidential request. A Faculty Notification letter from the Disability Support Services counselor will be provided to me. To register for academic accommodations, please contact or visit Sallie S. Sablan, DSS counselor in the School of Education, office 110, disabilitysupport@triton.uog.edu or telephone/TDD 671-735-2505/2460.

The Enrollment Management & Student Success office provides reasonable accommodations for students in accordance with the UOG Policy and Procedure for student applicants with a disability. The ADA policy can be found on their website.

The University of Guam does not discriminate on the basis of sex in the admission to or employment in its education programs or activities. Inquiries concerning the application of Title IX and its implementing regulations may be referred to the University's Title IX Coordinator, located at the EEO/ADA & TITLE IX Office, Dorm 2 Iya Hami Hall, Room 104, Tel. No. [\(671\) 735-2244](tel:671-735-2244), TDD No.: [\(671\) 735-2243](tel:671-735-2243); or to the Office of Civil Rights (OCR).

COMMUNICATION POLICY

University policy states that official communications will be sent using university assigned (@gotriton or @triton) email addresses. University electronic mail and messaging is to be used to enhance and facilitate teaching, learning, scholarly research, support academic experiences, and to facilitate the effective business and administrative processes of the University. (OIT policy manual, 3.10, p. 36) In keeping with this policy *all communications from me will come to your UOG Triton email account.* Check it regularly. You may contact me by email at dcabrera@triton.uog.edu. If you are asking a general question that affects other students, please do it through the appropriate Moodle Forum. Sending me *a direct email is best for personal matters that affect your coursework.*

STUDENT EVALUATION OF FACULTY INFORMATION

The student course and faculty evaluations for courses will be administered at the completion of the semester within CollegeNet. Student participation is essential and appreciated. Student responses are anonymous and cannot be traced back to individual students.

NO RECORDING POLICY

Unauthorized recording of class meetings is not allowed, to include photos, videos and audio recordings that have identifiable information of any person class.

MOODLE EXPECTATIONS

Using computers not phones. The screen may be too small to see the materials being shared. I urge you to connect via a computer if you have access to one. If you do not, please let me know.

Netiquette. This is a set of rules for behaving properly online. Cyberspace makes it easy for people to forget that they are interacting with other real people. The following bullet points cover some basics to communicating online:

- Be sensitive to the fact that there will be various cultural and linguistic backgrounds, as well as different political and religious beliefs, plus just differences in general.
- Use good taste when composing your responses in Forums. Swearing and profanity is also part of being sensitive to your classmates and should be avoided. Also consider that slang can be misunderstood or misinterpreted.
- Do not use all capital letters when composing your responses as this is considered "shouting" on the Internet and is regarded as impolite or aggressive. It can also be stressful on the eye when trying to read your message.
- Be respectful of others' views and opinions. Avoid "flaming" (publicly attacking or insulting) them as this can cause hurt feelings and decrease the chances of getting all different types of points of view.
- Be careful when using acronyms. If you use an acronym, it is best to spell out its meaning first, then put the acronym in parentheses afterward, for example: Frequently Asked Questions (FAQs). After that you can use the acronym freely throughout your message.
- Use good grammar and spelling and avoid using text-messaging shortcuts.

MILITARY SERVICE

For our brothers and sisters in military service, it is the student's responsibility when alerted and on orders for deployment to inform the instructor immediately. If you apply to be deployed during the semester, to be given any accommodation or an incomplete grade, you *must* discuss your situation with the instructor personally *before* you apply. If you apply for deployment without bringing it to the instructor's attention in advance, no accommodation will be made under any circumstances. If, on the other hand, you see speak to the instructor in advance about your situation, accommodation may be made. Keep in mind, however, that the final decision about whether accommodation will be allowed, or an incomplete grade given, is at the instructor's discretion, and is therefore not guaranteed.

SCHEDULE OF CLASSES

DATES HIGHLIGHTED IN YELLOW ARE ONLINE and are subject to change. Any necessary modifications of the hybrid schedule will be communicated to students.

August 15

Overview of Course and Requirements

Construction Identities (SLO 1-2)

August 20

Newman's "Differences and Similarities"

August 22, 27

Newman's "Manufacturing Identities: The Social Construction of Race, Class, Gender, and Sexuality"

Pilcher, J. (2017). Names and "Doing Gender": How Forenames and Surnames Contribute to Gender Identities, Difference, and Inequalities. *Sex Roles*. 77:812–822.

Shih, M.; Bonam, C.; Sanchez, D.; Peck, C. (2007). "The social construction of race: Biracial identity and vulnerability to stereotypes." *Cultural Diversity and Ethnic Minority Psychology*, 13(2)125-133.

August 29 Response Paper #1 (SLO 1-2)

Media (SLO 1-3, 5)

September 3, 5

Newman's "Communicating and Portraying Identities: Race, Class, Gender, and Sexuality in Language and the Media"

Read: Leavitt, P. A., Covarrubias, R., Perez, Y. A., & Fryberg, S. A. (2015). 'Frozen in Time': The Impact of Native American Media Representations on Identity and Self-Understanding. *Journal Of Social Issues*, 71(1), 39-53.

Socialization (SLO 1-2)

September 10, 12

Newman's "Learning Identities: Families, Schools, and Socialization"

Read: Rosen, N. and Nofziger, S. (2019). "Boys, Bullying, and Gender Roles: How Hegemonic Masculinity Shapes Bullying Behavior." *Gender Issues*. 36 (3), p295-318.

Colonialism and Identity (SLO 1-2)

September 17, 19

Read: Perez, M. P. (2005). Colonialism, Americanization, and indigenous identity: A research note on Chamorro identity in Guam. *Sociological Spectrum*, 25(5), 571–591

Read: Hezel, F. W. (2001). *The New Shape of Old Island Cultures: A Half Century of Change in Micronesia*, Chapter 3: Gender Roles, pages 46-65.

Optional Reading: Cunningham, L. J. (2005) "Pre-Christian Chamorro Courtship and Marriage Practices Clash with Jesuit Teaching." In *Guam History: Perspectives*. Vol. 2, pages 60-80.

Optional Reading: Blaz, B. (2008). Selections from *Bisita Guam: Let Us Remember: Nihi Ta Hasso*, pages 45– 53, 78-81, 115-129

September 24 Response Paper #2 (SLO 1-3)

September 26 October 1, 3 Visual Sociology Presentations (SLO 3-7)

October 7-12 Fanuchánan Break

Everyday Prejudice and Discrimination (SLO 1-2)

October 15, 17

Newman's "Inflicting Inequalities: Prejudice and Discrimination in Everyday Life"

Racial Inequality and Identity (SLO 1-2)

October 22, 24

Read: Omi, M. and Winant, H. (2015) *Racial Formation in the United States*, "Chapter 4: The Theory of Racial Formation," pages 105-136.

Read: Saperstein, A.; Penner, A. M.; Light, R. (2013) Racial Formation in Perspective: Connecting Individuals, Institutions, and Power Relations. *Annual Review of Sociology*, (39), p359-378.

Read: Perez, M. (2002) "Pacific Identities Beyond Racial Formations: The Case of Chamorro Ambivalence and Flux," pages 457-479.

October 29, 31 (SLO 1-2)

Read: Shih, M., & Sanchez, D. T. (2009). When Race Becomes Even More Complex: Toward Understanding the Landscape of Multiracial Identity and Experiences. *Journal of Social Issues*, 65(1), 1-11.

Read: Lopez, I. F. H. (2006). *White by Law: The Legal Construction of Race*.

Chapter : Chapter 4 Ozawa and Thind and Chapter 5 The Legal Construction of Race, pages 56-108.

Optional Reading: Lipsitz, G. (1995). "The Possessive Investment in Whiteness." *American Quarterly*, 369-387.

November 5 Response Paper #3 (SLO 1-2, 6)

Social Class Inequalities and Identity (SLO 1-2)

November 7, 12

Newman's "Inequalities in Economics and Work"

Read: Rondini, A. (2016). "Healing the Hidden Injuries of Class? Redemption Narratives, Aspirational Proxies, and Parents of Low-Income, First- Generation College Students." *Sociological Forum*, 96-116.

Read: Kozol, J. *Savage Inequalities: Children in America' Schools*, pages 7-51

Optional Reading: Sennet, Richard and Cobb, J. *The Hidden Injuries of Class*, Selections, pages 98-150.

Optional Reading: Willis, P. *Learning to Labour: How Working Class Kids Get Working Class Jobs*, pages 11-51.

Law and Justice (SLO 1-3, 5)

November 14

Newman's "Inequalities in Law and Justice"

Read: Murphy, J. (2018). Are “Stand Your Ground” Laws Racist and Sexist? A Statistical Analysis of Cases in Florida, 2005-2013.” *Social Science Quarterly*, pages 439-452.

November 19 Response Paper #4

Health Inequalities (SLO 1-2, 5)

November 21

Newman’s “Inequalities in Health and Illness”

Gendered Bodies and Masculinities (SLO 1-2)

November 26

Read: Martin, K. (1998). “Becoming a Gendered Body: Practices of Preschools.” *American Sociological Review*, Pages 494-511.

Optional Reading: Borgeson, K., & Valeri, R. (2015). Gay Skinheads: Negotiating a Gay Identity in a Culture of Traditional Masculinity. *Journal of Men's Studies*, 23(1), 44-62.

November 28-30 Thanksgiving Break

December 3 Final Research Paper Due (SLO 3-6)

December 3, 5 Student Presentations on Research Paper (SLO 7)

December 9 Our Lady of Camarin Day

December 10-12 TBA Final Exam

December 15 Commencement