

**DEGREE/PROGRAM CHANGE
FORM C
Form Number: C1421**

Fields marked with * are required

Name of Initiator: Shoshana Handel **Email:** shandel@unm.edu **Phone Number:** 505 277-2501 **Date:** 09-04-2014

Associated Forms exist? Yes Initiator's Title Coord Grad Acad Advisement Dept Sociology
Faculty Contact Nancy Lopez Administrative Contact Shoshana Handel
Department Sociology Admin Email shandel@unm.edu
Branch Admin Phone 277-2501

Proposed effective term

Semester Fall Year 2015

Course Information

Select Appropriate Program Undergraduate Degree Program
Name of New or Existing Program New Core Course SOC 216
Select Category UG Core Course Degree Type All
Select Action New

Exact Title and Requirements as they should appear in the catalog. If there is a change, upload current and proposed requirements.

See current catalog for format within the respective college (upload a doc/pdf file)

[216 Catalog Language.pdf](#)

Does this change affect other departmental program/branch campuses? If yes, indicate below.

Reason(s) for Request (enter text below or upload a doc/pdf file)

This file addresses the reason for the request. The document attached titled "Justification" includes the requested information from the registrar's website, including the syllabus and assessment plan. The associated form indicated above is a FORM A to remove the prerequisite requirement for this course.

[216Reason for Request.docx](#)

Upload a document that includes justification for the program, impact on long-range planning, detailed budget analysis and faculty workload implications.(upload a doc/pdf file)

[216Impact.docx](#)

[Additional NM HED Soc 216 Core Competency Explanation 11 19 14.docx](#)

Are you proposing a new undergraduate degree or new undergraduate certificate? If yes, upload the following documents.

Upload a two-page Executive Summary authorized by Associate Provost. (upload a doc/pdf file)

Upload memo from Associate Provost authorizing go-ahead to full proposal. (upload a doc/pdf file)

Current

4. Social and Behavioral Sciences (minimum 6 credit hours): Two courses chosen from Africana Studies 109, American Studies 182, 185; Anthropology 101, 110, 130; Chicana and Chicano Studies 109; Community and Regional Planning 181; Economics 105, 106; Engineering 200; Geography 102; Linguistics 101; Native American Studies 109; Political Science 110, 200, 220, 240; Psychology 105; **Sociology 101**; Sustainability Studies 109, University Honors 204; Women Studies 109.

Proposed

4. Social and Behavioral Sciences (minimum 6 credit hours): Two courses chosen from Africana Studies 109, American Studies 182, 185; Anthropology 101, 110, 130; Chicana and Chicano Studies 109; Community and Regional Planning 181; Economics 105, 106; Engineering 200; Geography 102; Linguistics 101; Native American Studies 109; Political Science 110, 200, 220, 240; Psychology 105; **Sociology 101,216**; Sustainability Studies 109, University Honors 204; Women Studies 109.

Rationale for adding the course to the core

Soc 216 “Dynamics of Prejudice” offers students an opportunity to learn about and reflect on the social construction of race, gender, class, sexual orientation and disability in the U.S. and beyond. This course fulfills the New Mexico learning goals and outcomes in the social and behavioral sciences (#4 in the Core Curriculum) as well as the newly established 3-credit “U.S. and Global Diversity and Inclusion” requirement for all undergraduates. Soc 216 complements (yet does not duplicate) the existing core course offered by American Studies and the Ethnic Studies Programs at UNM. While the two aforementioned programs would offer interdisciplinary courses on topics related to race and ethnicity in the U.S. and global communities, Soc 216 would be the only course in the core curriculum that is anchored in the social sciences and explicitly examines the co-construction and simultaneity (intersectionality) of several social identities and social statuses (e.g., race, gender, class, ethnicity, sexual orientation, and disability), and how those intersecting processes shape inequality and differential power in different social groups. These types of courses have been shown to increase student success. For example, in several national studies across diverse university settings, Dr. George Kuh has found that early exposure to courses that address U.S. and global diversity contribute to student engagement and deep learning. By providing students an opportunity to engage in learning activities that enhance cross-cultural understanding, Soc 216 also prepares our students for professional success, transformational leadership and civic engagement in our increasingly diverse workplaces and society.

Impact statement on the effect this addition may have upon other departments/courses currently in the Core

Currently we have one high enrollment course in the core (SOC 101 Introduction to Sociology), which typically enrolls 250 students. SOC 216 enrolls under 60 students per section and it is used by undergraduates across the curriculum to develop critical thinking and knowledge about U.S. diversity by race, class, gender and disability. While some of these topics may be covered in introduction to sociology courses, this course has a primary focus on understanding the dynamics of inequality for entire categories of people by race, class, gender, etc.

Branch campus will not be directly affected in that students will still have the option to take Sociology 101 to fulfill the core requirement. However, if in the future, this course is offered and/or students have transfer credits from UNM-Albuquerque or CNM (which offers an equivalent) this will add more options. The benefits outlined in the justification for this curriculum change would apply in this case.

Current and predicted enrollments for the next three years

The course has an average enrollment of 30 students. This course could be designed to have similar enrollments as SOC 101, which currently has 250 students per section.

Budget/Faculty Load statement

Adding this course to the University Core will not require additional budgetary resources or additional faculty. This will change will not increase faculty teaching load.

Student Learning Outcomes and Proposed Techniques to Assess Those Outcomes.

STUDENT LEARNING OUTCOMES AND STUDENT LEARNING GOALS:

Student Learning Goal #1: Develop critical thinking and understanding about race, gender, ethnicity, social class, sexual orientation, and disability

- a. Students will understand race as a social construction that is analytically distinct from ethnicity and ancestry
- b. Students will understand the distinction between master social status, cultural background, and national origin, and how these concepts apply to race and ethnicity
- c. Students will understand gender as a social construction that is analytically distinct from sex assignment at birth and sexual orientation
- d. Students will understand differing conceptions of class, including class as a multi-dimensional social construction that is co-constructed with race

Student Learning Goal #2: Learn to recognize the societal (macro), institutional (meso) and individual experiential (micro) dimensions of society; analyze the dynamics of oppression and resistance at those levels; and critically assess solutions to pressing social inequalities

- a. Students will understand the historic policies and contemporary practices that contribute to the social construction of inequalities among entire categories of people by race, gender, class, etc.
- b. Students will understand the historical trajectories of an array of key movements for social justice, freedom, and the deepening of democracy in U.S. society
- c. Students will be able to identify examples of individual and collective agency and resistance to oppression at the individual, institutional and societal levels

Student Learning Goal #3: Students will understand the concept of intersectionality, specifically the ways in which race, gender, class, etc. overlap as social constructions that are co-constructed

- a. Student will be able to understand and give examples of how race is gendered and gender is racialized
- b. Students will understand and give examples of how racialized social structures shape class inequality at the individual, institutional and societal levels
- c. Students will be able to identify race-gender and race-class gaps in education, employment, life expectancy, infant mortality rates, housing, etc., and give examples of the social dynamics that produce these outcomes

Student Learning Goal #4: Improve writing and research skills

- a. Students will demonstrate continuous improvement in developing their scholarly voice via multiple writing projects; specifically they will be able to demonstrate (via a portfolio evaluation) how they have honed their sociological toolbox via reflection papers, essay exams and research papers
- b. Students will be able to discern the difference between lay, journalistic, and other popular culture examinations of social inequality based on race gender, ethnicity, and those explanations that are grounded in sociological and other scholarly research and analysis

ANNUAL ASSESSMENT FOR FIRST THREE YEARS:

- Pre and Post Ungraded class assessment: At the beginning of each semester we will ask each Soc 216 Dynamics of Prejudice instructor to independently sample students before and after the semester. Specifically we will ask them to assess students' understandings about race, gender, class, etc. The same students would then be asked the same questions toward the end of the semester as follows:

This class has been selected to participate in a pre and post assessment about student learning outcomes. This is not graded as part of your grade; however, you will earn an extra 3 points on your final grade just for participating regardless of whether you answered fully or not. For this section please choose one of the following questions.

ASSESSMENT AT THE BEGINNING OF CLASS (First day of Class)

1. In your opinion, what is race? Ethnicity? Ancestry? Give examples.
2. In your opinion, what is gender? Sex? Sexual Orientation? Give examples. Discuss how your experiences and academic training shape your understandings of these concepts.

ASSESSMENT AT THE END OF CLASS (Three weeks before the semester ends)

1. In your opinion, what is race? Ethnicity? Ancestry? Give examples.
2. In your opinion, what is gender? Sex? Sexual Orientation? Give examples. For each question define each concept and discuss how your experiences and academic training shape your understandings of these concepts.

NOTE: The instructor would not return the first assessment until the second assessment has been completed and evaluated according to the rubrics provided in this memo. Students will eventually receive both assessments at the end of the semester. Students that complete both assessments will earn 3 points extra credit toward their final grade regardless of the substance of their responses.

- Portfolio Evaluation: As departmental resources allow, we plan to also ask at least one Soc 216 instructor per year to include one activity/learning activity with an assessment component. For example we may ask for copies of one of the graded exams that include one or more of key concepts: race, gender, ethnicity, class, sexual orientation, disability, etc. (Of course all relevant student identification information will be erased to protect FERPA). Other types of evidence that can be evaluated for assessing learning outcomes include: reflection papers, essay exams, portfolios, research papers and literature reviews completed in this class, among other learning products. Instructors will be asked to copy this

information for all students in the class and another faculty member other than the instructor will conduct the assessment. We may refer to additional resources for assessments such as those that are available at: •Assessing Students' Social Responsibility and Civic Learning; <http://heri.ucla.edu/pub/AssessCivicLearning.pdf>

SAMPLE GRADING RUBRIC FOR PRE & POST ASSESSMENT AND/OR PORTFOLIO EVALUATIONS OF TESTS, REFLECTION PAPERS, RESEARCH PAPER OR OTHER STUDENT WORK

EXPLAINING RACE AND ETHNICITY:

Explaining the difference between race and ethnicity; understanding the difference between essentialist, anti-essentialist and social constructionist conceptualizations

GRADING RUBRIC

0=Not accurate, unclear

1=Generally accurate but lacks depth or rich examples

2=Difference explained fully with examples and contextualized applications

EXPLAINING GENDER AND SEX

Explaining the difference between gender and sex; understanding the difference between essentialist, anti-essentialist and social constructionist conceptualizations

GRADING RUBRIC

0=Not accurate, unclear

1=Generally accurate but lacks depth or rich examples

2=Difference explained fully with examples and contextualized applications

Other potential grading rubrics, for assessing other SLOs above:

EXPLAINING INTERSECTIONALITY

Explaining the difference between one-dimensional analysis of social inequality and intersectional approaches; understanding the difference between essentialist, anti-essentialist and social constructionist conceptualizations

GRADING RUBRIC

0=Not accurate, unclear

1=Generally accurate but lacks depth or rich examples

2=Difference explained fully with examples and contextualized applications

Use of Outcomes Assessment Data:

SOC 216 PEDAGOGY AND RESEARCH LEARNING COMMUNITY (Open to all instructors including part-time instructors, teaching assistants, postdoctoral fellows, lecturers, tenure-track and tenured faculty)

The Race and Ethnicity Taskforce and the Undergraduate Committee (both of the Department of Sociology) will convene a Soc 216 Pedagogy and Research Learning Community Learning Community once a year. All instructors that teach courses in race, gender, class, sexual orientation and disability will be invited.

Each year we will build on the information gathered from the previous year. For example in the first year's meetings meeting we will share and reflect on the summarized evidence provided from the information gathered from the assessment strategies of the previous semester. The objective of this meeting is to assess and identify where we have not met stated student learning outcomes and goals. We will then identify pedagogical strategies and learning activities, readings that may ameliorate these gaps. The intent is to test these strategies in the following semester as we work towards continually improving pedagogy to enhance deep and lasting learning about the dynamics of prejudice vis-à-vis race, gender, ethnicity, social class, sexual orientation and disability in society.

The second evaluation year, we will focus on reconvening the Soc 216 Pedagogy and Research and Learning Community with Soc 216 instructors to focus on whether the interventions identified during the Fall meeting were implemented and assess whether these interventions had any success in enhancing student learning outcomes and goals as evidenced by student work, exams or other systematic data gathering. The goal is to develop a convergence space among instructors that may not have otherwise had the opportunity to share teaching strategies and materials and promising practices for advancing student success. The third year of evaluation would build on these previous activities. All meeting minutes will be archived electronically for use by other assessment teams in the department and beyond.

Documentation of UNM and HED Core Competencies addressed

See previous section.

Enrollment History

Academic Period	Campus	Subject	Course Number	# of Sections	Total Enrollment
Fall 2011	Albuquerque/Main	SOC	216	1	59
	Gallup	SOC	216	1	20
Spring 2012	Gallup	SOC	216	1	21
	Valencia	SOC	216	1	40
Fall 2012	Albuquerque/Main	SOC	216	1	23
Spring 2013	Albuquerque/Main	SOC	216	1	37
	Valencia	SOC	216	1	29
Summer 2013	Valencia	SOC	216	1	14
Fall 2013	Albuquerque/Main	SOC	216	1	31
Spring 2014	Valencia	SOC	216	1	30
Fall 2014	Valencia	SOC	216	1	24

Syllabus- Spring 2013

DYNAMICS OF PREJUDICE

Soc 216-002, T/H: 12:30-1:45pm, DSH 325
University of New Mexico
Office Hours: T 2-4 pm
Office Room: SSCI 1053

Professor Nancy López
Department of Sociology
Tel: 505 277-3101
nlopez@unm.edu

Office Room: SSCI 1073 Office Hours: Thursdays 10am-12pm.

DESCRIPTION

How can we understand the social processes that create categories of race, ethnicity, gender, sexual orientation, and class? How are groups of people named, aggregated, dichotomized, stigmatized and translated into systems of inequality? How can oppressive processes be interrupted and redefined to eliminate human oppression? This class is an introduction to the origins of oppression and discrimination.

- **LEARNING OUTCOMES**

- Develop critical thinking and understanding about race, gender, disability, social class, and sexual orientation
- Learn to recognize the societal (macro) institutional (meso) and experiential (micro) dimensions of oppression and solutions to pressing inequalities
- Improve writing and research skills
- Create a respectful and democratic classroom community where everyone feels free to share his or her experiences as we engage in boundary crossings (e.g., race, class, gender, religion, sexuality, disability, teacher/student, etc.)

REQUIRED TEXTBOOK (available at the UNM bookstore & on reserve in the library)
Rosenblum, Karen E. & Toni-Michelle C. Travis. *The Meaning of Difference: American Constructions of Race, Sex & Gender, Social Class and Sexual Orientation*. Second Edition. New York: McGraw Hill, 2000.

Any readings that are not from the required textbook above are chapters, articles, and excerpts from books available on-line through e-reserve. Go to the UNM library webpage: <http://eLibrary.unm.edu/zimmerman> and go to “Electronic Course Reserves.” Select Sociology and Lopez. Make sure you log on to the Sociology 216. Our password is: “lobo216.” (I’m also teaching Soc507; password: lobo507). You can access e-reserves from any computer on campus as well as from home. You have the option of reading these articles on line or printing them out.

YOUR CLASS GRADE WILL BE BASED ON A PORTFOLIO EVALUATION:

- Participation & Attendance (20%)
- Critical Journal (10%)
- One-Page Summary of Readings (20%) **Due Tuesdays; Ten in Total.**
- Midterm Exam (20%) **Mar. 10**
- Final Paper (30%) **Draft Due: Apr. 14**
Final Version & Portfolio Due: Apr. 26

PORFOLIO: DUE TUES.

I expect everyone to earn an “A” in this class. Your grade will be based on a portfolio evaluation. Your portfolio consists of your journal entries, summaries, midterm exam, final paper, peer editors’ comments and video worksheets. Please include a completed self-grade sheet as the first page of your portfolio. (I have included a sample self-grade sheet as the last page of this syllabus so that you can map your progress throughout the semester). I will return your portfolios on the last day of class, May 5.

Attendance & Participation (20 points)

Class participation, attendance, punctuality, and demonstrating that you have read the assigned material are a very important part of your grade. I will take attendance every day. You are responsible for the content of every reading listed in the syllabus, classnotes, all announcements, assignments and changes in the curriculum made in class. Absence is no excuse. Exchange phone numbers with five or more of your classmates so that you can get the notes and updates you missed during your absence. More than four unexcused absences may be grounds for failure. Please discuss any special circumstances by calling or emailing me. Excessive lateness will negatively affect your grade. When calculating your self-grade for the portfolio, take into consideration how often you participated in class by bringing in questions and comments, as well as the quality of your comments during class discussions.

Critical Journal (10 points)

As we move through the semester I will provide you with a few questions for you to reflect on about your understanding of oppression and resistance across a variety of social domains. Each journal entry should be one to two handwritten pages. These journal entries will be collected at the end of the semester in your portfolio.

Summaries (20 points)

As we read the articles in class, I found that it would be helpful for classroom discussion if you came prepared with written comments and questions about the readings. You should write a one-page summary of ten of the readings we discuss in class. These summaries may be handwritten. Please include an underlined question that you are prepared to share with the class. I will collect summaries on Tuesdays. I will return them periodically so that you can file them in your portfolio. Each summary is worth 2 points each.

Midterm (25 points)

The midterm will be short answer and essay format. No make-up examinations will be given.

Final Paper (25 points)

One of the pleasures of being a sociologist is that you can study anything that sparks your interest. Write a paper based on any of the topics covered in class. Be creative. Choose any topic that is interesting to you. You can do participant observation, life history interviews, or focus groups at your place of work, at a community center, at a club at UNM or in your neighborhood. You may be interested in doing a content analysis of a major newspaper's coverage (or not) of an issue we discussed in class. Maybe your passion is the visual arts, music, or dance. This paper is your creation, however, you must discuss your topic with me. If you cannot meet during my office hours please call or email me so I can give you feedback on your topic. The paper must be at least six pages long, not including the coversheet and bibliography. The primary requirement is that you apply sociological theory/concepts to your research question. Start by doing a search in SOCIOLOGICAL ABSTRACTS, a database indexing articles written by sociologists. I will distribute a guide for doing the research paper. Use one-inch margins and double space your pages. Use the free computer facilities on campus. We will do in-class peer-editing of your paper drafts two weeks before it is due.

PART I: THEORIZING OPPRESSION

Week 1

Tues., Jan. 17

How do you operationalize race? What paradigm do you live in? Introduction to essentialism and social constructionism; Journal Entry #1; Preliminary discussion of substantive student research interests; Discussion on Banking Education, Dialogic Pedagogy; Distribute Voter Registration Cards

Thurs., Jan. 20

“Framework Essay: Constructing Categories of Difference,” pp. 1-33

Week 2

Tues., Jan. 25

“Framework Essay: Experiencing Difference,” pp. 165-188

Thurs. Jan 27

Video: VC-798 RACE THE POWER OF AN ILLUSION: Episode One: The Difference Between Us

PART II: RACE

Week 3

Tues., Feb. 1 CRITIQUE # 1 DUE

Angier, Natalie, "Do Races Differ? Not Really, DNA Shows," New York Times, Tuesday, August 22, 2000.

“The DNA Mystique,” Dorothy Nelkin & Susan Lindee, pp. 381-393

“Who is Black? One Nation’s Definition,” F. James Davis, pp. 34-41

“The Health of Black Folks: Disease, Class, and Ideology in Science,” Nancy Krieger and Mary Basset, pp. 393-398

Thurs., Feb. 3

“The Meaning of Difference,” pp. 279-293

Week 4 CRITIQUE # 2 DUE

Tues., Feb. 8

“Oppression,” Marilyn Frye, pp. 190-194

“Federal Indian Identification Policy,” pp. 49-60

“What Americans Don’t Know About Indians,” Jerry Mander, pp. 441-444

Thurs., Feb. 10

Video: VC-799 RACE THE POWER OF AN ILLUSION - Episode Two: The Story We Tell

Week 5

CRITIQUE # 3 DUE

Tues., Feb. 15

DUE: One-page handwritten abstract of research topic due, including specific research question, data, central sociological concept, data, etc.

“La Raza and the Melting Pot: A Comparative Look at Multiethnicity,” Carlos A. Fernandez, pp. 62-69

“Diversity and Its Discontents,” Auturo Madrid, pp. 224-229

“Racism in the English Language,” Robert B. Moore, pp. 451-458

Thurs., Feb. 17

*****(ON E-RESERVE, Password lobo216) Lee, Stacey, 1994, “Behind the Model-Minority Stereotype: Voices of High- and Low-Achieving Asian American Students,” *Anthropology and Education Quarterly*, 25(4):413-429.

“Asian American Panethnicity,” Yen Le Espiritu, pp.70-79

“Can Asian-Americans Turn the Media Tide,” Helen Zia, p. 223

Week 6

CRITIQUE # 4 DUE

Tues., Feb. 22

DISABILITY

***ON E-RESERVE: Password lobo216) Hehir, Thomas. 2002. “Eliminating Ableism,” *Harvard Educational Review*, 72(1), Spring, pp. 1-32.

“Disability beyond Stigma: Social Interaction, Discrimination, and Activism,” Michelle Fine and Adrienne Asch, pp. 201-209

“Disability Definitions: The Politics of Meaning,” Michael Oliver, pp. 408-411

PART II: GENDER & SEXUALITY

Thurs. Feb. 24

“The Five Sexes: Why Male and Female Are Not Enough,” Anne Fausto-Sterling, pp. 87-91

“The Berdache Tradition,” Walter Williams, pp. 92-100

“Gender Bending,” Judith Lorber, pp. 259-262

Week 7 **CRITIQUE # 5 DUE**

Tues. Mar. 1

“Gender Stereotypes and Roles,” Susan Basow, pp. 101-115

“The Gender Gap: Contours and Causes,” Andrew Hacker, pp. 372-380

“Backlash,” Susan Faludi, pp. 413-430

Thurs., Mar. 3 Candelario, Ginetta and Nancy López. 1995. “The Latest Edition of the Welfare Queen Story: An Analysis of the Role of Dominican Immigrants in the New York City Political-Economic Culture,” *Phoebe: An Interdisciplinary Journal of Feminist Scholarship, Theory and Aesthetics* (7)1/2:7-22. (ON E-RESERVE; password lobo216)

Video: *De Welfare No Vive Nadie (No One Lives Off Welfare)*, 25 min.

Week 8

Tues. Mar. 8 Review for Midterm; Bring questions

Thurs. Mar. 10 MIDTERM

Week 9 **CONTINUE RESEARCH FOR PAPER: COMPLETE YOUR SUMMARIES**

Mar 15 Spring Break

Mar 17 Spring Break

PART III: **CLASS**

Week 10 **CRITIQUE # 6 DUE**

Tues. March 22 **REMINDER DRAFT OF PAPER DUE APRIL 14th**

VC-800 **RACE THE POWER OF AN ILLUSION: Episode Three: The House we Live In**

Thurs. Mar. 24

“Why Are Doves of Unqualified, Unprepared Kids Getting into Our Top Colleges? Their Dads Are Alumni,” John Larew, pp. 273-278.

“The Rise and Fall of Affirmative Action,” James E. Jones, Jr. 320-331.

“The Shape of the River: Long-Term Consequence of Considering Race in College and University Admission,” William G. Bowen and Derek Bok, pp. 332-336.

Week 11

CRITIQUE # 7 DUE

Tues. Mar. 29

“How Much Social Mobility Exists in the United States?” Richard D. Kahlenberg, pp. 117-129

“The Underclass: Concept, Controversy, and Evidence,” Ronald B. Mincy, pp. 130-142

“Social Movements and the Politics of Difference,” Cheryl Zarlenga Kerchis and Iris Marion Young, pp. 337-349

***** (on e-reserve; password lobo216) Donald, Barlett and James Steele. 2003, “Corporate Welfare,” in *The Social Construction of Difference & Inequality: Race, Class, Gender and Sexuality*, Tracy Ore, editor, New York: McGraw-Hill.

Thurs. Mar. 31

“Twelve Key Supreme Court Cases,” pp. 295-320

“Driving While Black: A Statistician Proves That Prejudice Still Rules the Road,” John Lamberth, pp. 240-242.

“Darkness Made Visible: Law, Metaphor, and the Racial Self,” D. Marvin Jones, pp. 243-253.

Week 12

CRITIQUE # 8 DUE

Tues. Apr. 5

***** (on e-reserve; Password lobo 216) Bonilla-Silva, Eduardo. 2003. *Racism Without Racists: Colorblind Racism and the Persistence of Racial Inequality in the United States*. New York: Rowman and Littlefield, chapter 1, “The Strange Enigma of Race in Contemporary America,” pp.1-17; chap 2, “The Central Frames of Color-Blind Racism,” pp. 25-48

Thurs. Apr. 7

“Whiteness as an ‘Unmarked’ Cultural Category,” Ruth Frankenberg, pp. 81-86.

***** (on e-reserve; password lobo216) Peggy McIntosh, "White Privilege, Color, and Crime: A Personal Account," in *Images of Color, Images of Crime*, Eds. Coramae Richey Mann and Marjorie S. Zatz, Los Angeles: Roxbury Publishing Company, 1988.

PART IV: SEXUALITY

Week 13 CRITIQUE # 9 DUE

Tues. Apr. 12

"The Invention of Heterosexuality," Jonathan Ned Katz, pp. 143-144

"Homosexuality: A Social Phenomenon," Barbara Sherman Heyl, pp. 146-155

"Media, Science, and Sexual Ideology: The Promotion of Sexual Stability," Gilbert Zicklin, 399-407

Thurs. Apr. 14

PEER-EDITING OF PAPER DRAFT

*****BRING THREE COPIES OF YOUR DRAFT****You will edit your peers**

papers in group of four

Please bring your peer editing guidelines so that you can submit written comments to your classmates;

Week 14

CRITIQUE # 10 DUE

Tues. Apr. 19

"To Be and Be Seen: The Politics of Reality," Marilyn Frye, pp. 466-471

"The Development of Gay, Lesbian, and Bisexual Identities," Heidi Levin and Nancy J. Evans, pp. 156-162

"You Can't Forget Humiliation," Amy L. Helm, pp. 408

Thurs. Apr. 21

"The New Colored People," Jon Michael Spencer, pp. 43-48.

"Talking Past Each Other: Black and White Languages of Race," pp. 231-239.

Week 15

Tues. Apr. 26

PORTFOLIO DUE

BEGIN PANEL PRESENTATIONS; come prepared for a 5-minute presentation on your research where you will share your research question, anchoring sociological concept, findings (2-3 highlights), and why this is important

Thurs. Apr. 28 PANEL PRESENTATIONS; come prepared for a 5-minute presentation on your research where you will share your research question, anchoring sociological concept, findings (2-3 highlights), and why this is important

Week 16

Tues. May 3 PANEL PRESENTATIONS Come prepared for a 5-minute presentation on your research where you will share your research questions, anchoring sociological concept, findings (2-3 highlights), and why this is important

Thurs. May 5 FINISH PRESENTATION; discuss American Sociological Association pamphlet; “Careers in Sociology” on e-reserve; password lobo216; Portfolios Returned

PLEASE NOTE WE WILL NOT HAVE A FINAL EXAM

NOTE:

The Center for Academic Program Support (CAPS) offers **FREE** one-on-one tutoring for in a variety of subjects, including writing. For more information please call 505 277-4560. CAPS is located in the third floor of the Zimmerman Library.

Website <http://www.unm.edu/~caps>.

Any student who, because of a disability, may require some special arrangements in order to meet course requirements should contact me as soon as possible to make necessary accommodations. It is the responsibility of the student to request accommodation for individual learning needs. UNM will make every attempt to accommodate all qualified students with disabilities. For further information, contact Student Support Services at 277-3506.

SELF-GRADE SHEET

**Soc 216 Dynamics of Prejudice, Prof. Nancy López, Dept. of Sociology
University of New Mexico, Spring 2005**

NAME: _____
EMAIL: _____
TEL: _____

- PLEASE CALCULATE YOUR SELF-GRADE FOR ALL THE WORK YOU HAVE DONE OVER THE SEMESTER; INCLUDE ALL THE REQUESTED MATERIALS AS LISTED BELOW. USE THIS GRADE SHEET AS THE FIRST PAGE OF YOUR PORTFOLIO
- I WILL RETURN PORTFOLIOS ON THE LAST DAY OF CLASS. WE WILL NOT HAVE A FINAL EXAMINATION. ENJOY THE BREAK!

LIST DATES OF ABSENCES: _____

TOTAL NUMBER OF ABSENCES: _____

(More than 4 unexcused absences may be grounds for failure; please discuss any special circumstances below)

REQUIREMENT	TOTAL POINTS	SELF-GRADE	CLASS GRADE
Participation & Attendance	20 (____ * .20) =		
Journal (2 points for each of the 5 entries)	10		
Summary of Readings (2 points for each of the 10 summaries)	20		
Midterm	25 (____ * .25) =		
Final Paper	25 (____ * .25) =		
TOTAL	100 points		

- To calculate your self-grade for the course multiply your numerical self-grade by the percentage. For example, if you believe you earned an 80 for your participation in class you would calculate your self-grade by multiplying 80*.20 which would give you a total of 16 points out of a possible 20 points toward your final grade.
- Please remember to include your peer editor's comments and the video worksheets in your portfolio.
- **GRADE KEY:** A+ = 97-100; A = 94-96; A- = 90-93; B+ = 87-89; B = 84-86; B- = 80-83; C+ = 77-79; C = 74-76; C - = 70-73; D < 69, F < 59

**NM HED Area IV: Social and Behavioral Sciences Competencies
Dynamics of Prejudice (Sociology 216) Updated 11/18/14**

Core Competency	Soc 216 Course Outcomes/Skills	Assessment Tool/Assignments*
Identify, describe and explain human behaviors and how they are influenced by social structures, institutions and processes within the contexts of complex and diverse communities	Learn to recognize the societal (macro), institutional (meso) and individual experiential (micro) dimensions of society; analyze the dynamics of oppression and resistance at those levels; and critically assess solutions to pressing social inequalities	Reading assignments and responses Research Paper Exams on the readings
Articulate how beliefs, assumptions, and values are influenced by factors such as politics, geography, economics, culture, biology, history, and social institutions.	Students will develop critical thinking and understanding about race, gender, ethnicity, social class, sexual orientation, and disability	Reflection writing exercises Research Paper
Describe ongoing reciprocal interactions among self, society and the environment.	Students will understand the concept of intersectionality, specifically the ways in which race, gender, class, etc. overlap as social constructions	Critical Review of readings and discussions; Journals
Apply the knowledge base of the social and behavioral sciences to identify, describe, explain and critically evaluate relevant issues, ethical dilemmas, and arguments.	Students will be able to explain the difference between one-dimensional analysis of social inequality and intersectional approaches	Exams Reflection Paper writing exercises Critical reviews of existing research

UPDATE (11/19/14): The Forms to remove Soc 101 (Introduction to Sociology) as a prerequisite for Soc 216 are already in the workflow. We anticipate that this minor change will be reviewed and approved.