
MW	12:00 pm - 1:35 pm	C 415 (section 6104)
TuTh	8:50 am - 10:25 am	C 361 (section 7565)
W	6:00 pm - 9:20 pm	C 335 (section 5080)

Tony S. Jugé, Ph.D.

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Phone: 626-585-3278

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Office hours:

M

10:30 am - 12:00 pm

TuWTh

11:00 am - 12:00 pm

This course explores one of the most mystifying social phenomena; a phenomenon that has persisted and evolved throughout the history of this country. It is difficult to understand American life or global issues without the examinations of race and ethnic relations. Moreover, race and ethnic relations cannot be understood in a vacuum without understanding larger issues of culture, class and gender. The promise of a better future depends on how societies will grapple with this issue(s).

Within the general framework of developing students' analytical/critical thinking and writing skills, the goal of this course is to develop a deeper sociological comprehension of ethnic and race relations. The course reviews the major theoretical approaches that examine race relations as well as historical and contemporary issues. It also encompasses an analysis of culture, class, gender and global issues to further understand relations among different ethnic and racial groups.

The subject of race and ethnic relations is often regarded as a "controversial" topic because it raises many questions that people are not always comfortable talking about. Why is that? Indeed, it touches the lives of many people who may have strong opinions and sentiments about it. The challenge to the study of such a subject is to be able to stay away from stereotypical thinking and to develop a critical understanding of those relations based on theoretical and academic research. That does not necessarily mean that everybody will reach the same conclusion. In all of that, the course hopes to foster visions of a fair society through learning and open-minded discussions.

This course has the following objectives:

1. To equip students with theoretical background for the analysis of race and ethnic relations in particular and social stratification/ inequality in general.
2. To introduce the students to the historical trajectories that led to the formation of race and ethnic relations as we experience them in the present.
3. To address the intersection of race, ethnic, social class, gender and global issues.
4. To challenge students to develop multicultural perspectives in their daily lives.

REQUIREMENTS/POLICIES

Lectures will include materials from the assigned readings in addition to outside sources. Lectures are designed to complement the subject matter and facilitate class discussions. PowerPoint presentations are made available on my website <http://www.tsjugephd.com>. While those PowerPoint

presentations are for students to use, **they do not replace class attendance** nor are they developed enough to make sense of all the intricacies of the subject matter; therefore not sufficient to comprehend sociological jargon and pass the class.

You are strongly encouraged to take notes along your Keynote presentations.

Discussions: Students are expected to contribute to profitable discussions. We all have something valuable to share with others. While I expect discussions, I do NOT expect long drawn out discussions as well as irrelevance.

Please be aware of the following statement:

Students may be dropped from a semester- length class for continuous or cumulative absences which total the number of hours the class is scheduled to meet in a two-week period. For short-term courses students may be dropped after missing 11% of the total class hours. Under extenuating circumstances, a student may be reinstated by the instructor. I will take attendance at every class meeting for administrative purposes. However, I will treat you like adults and expect you to be in class. You will not be rewarded for being in class. It is your responsibility to come and participate.

Points will be deducted every time you miss a class meeting!

Cheating and plagiarism will NOT be tolerated in this class. If you are caught cheating or plagiarizing, you will receive a F in the class.

In higher education, it is critical to be able to decipher, explain and express your ideas and thoughts in a constructive and organized manner. This class will require students to thoroughly work on their writing skills in order to obtain higher grades. Do NOT assume that because you have spent many hours on an assignment that it automatically deserves an "A".

Students will be graded on their level of understanding, analysis and application of theories, concepts studied in class but also from readings and discussion. While understanding the contents of the course is extremely important, it is as important for students to express themselves and write in an organized manner. Students are also expected to write in a grammatically error-free manner.

REQUIRED TEXTBOOKS

*(You might be able to find cheaper prices online than in the bookstore; however, whatever place you decide to purchase your books, the written assignments are **DUE** on time)*

- Rothenberg, P. 2012. *White Privilege: Essential Readings on the Other Side of Racism*. 4th ed. Worth Publishers. ISBN: 9781429233446
- Desmond, Matthew & Mustafa Emirbayer. 2009. *Racial Domination, Racial Progress*. 1st Ed. Mc Graw Hill. ISBN: 9780072970517
- Alexander, Michelle. 2010. *The New Jim Crow: Mass Incarceration in the Age of Colorblindness*. The New Press. ISBN: 9781595586438

EXAMINATIONS

There will be two (2) exams in this course. All students are expected to take exams on the scheduled dates. Exams will include essay questions. **There will NOT be any make-up exams or late assignments accepted unless a doctor's note is presented.** It is critical that everybody complies with this procedure. There will also be one (1) identity paper, four (4) written assignments. **No late assignments will be accepted.**

To calculate your final grade

Exam 1	20%	(100 pts)	your score: _____	*	0.20	= _____	(20 max pts)
Exam 2	20%	(100 pts)	your score: _____	*	0.20	= _____	(20 max pts)
Identity paper	10%	(100 pts)	your score: _____	*	0.10	= _____	(10 max pts)
Socio. Analysis Ghetto paper	10%	(100 pts)	your score: _____	*	0.10	= _____	(10 max pts)
Racial Domination paper	10%	(100 pts)	your score: _____	*	0.10	= _____	(10 max pts)
White privilege paper	15%	(100 pts)	your score: _____	*	0.15	= _____	(15 max pts)
The New Jim Crow paper	15%	(100 pts)	your score: _____	*	0.15	= _____	(15 max pts)
	100%						

Final score (X): _____

Number of absences (deduction of 3 pts for each class (of 1 hr 1/2) missed)(Y): _____

Final grade: (X) – ((Y) * 0.05) = _____

Important Due Dates (quick remainder)

Identity paper 1	Week 3
Sociological Analysis Ghetto paper	Week 5
Racial Domination paper	Week 7
Exam 1	Week 10
White privilege paper	Week 12
The New Jim Crow paper	Week 14
Exam 2	Week 17

Grading Scale

A: 90 - 100
B: 80 - 89.99
C: 70 - 79.99
D: 60 - 69.99
F: < 59.99

IMPORTANT NOTE

Last day to withdraw without a W:

March 3, 2012

Last day to withdraw with a W:

May 11, 2012

WEEKLY SCHEDULE (subject to change)

WEEKS 1-17: OVERVIEW

Some readings are required each day for the class; whether we address the readings or not, please be prepared

Please note:

(I) is for *White Privilege* (3rd ed.) & (II) is for *Racial Domination, Racial Progress* (1st ed.)

WEEK 1

Reading assignment: (II) pp. 1- 37, pp. 43-46 & pp. 49-101

Feb. 20: **PRESIDENT'S DAY - CAMPUS CLOSED**

Feb. 21-22: Introduction to the class

Feb. 22-23: **Theoretical perspective:** Social inequality, social stratification, social class inequality; Institutional discrimination vs. prejudice; Minority group status

Discussion: What does it mean for race to be socially constructed?

WEEK 2

Reading assignment: (II) pp. 150-192 & pp. 202-246

Feb. 27-Mar. 1: **Theoretical perspective:** Social inequality, social stratification, social class inequality; Institutional discrimination vs. prejudice; Minority group status (*continued*)

Video: **Race The Power of an Illusion (Part 1)**

WEEK 3

Reading assignment: (II) pp. 249-297 & pp. 475-495

Mar. 5-8: **Theoretical perspective:** Social stratification, social class inequality; (*continued*)

Mar. 8: **** Identity Paper 1 Due **** (Check at the end of the syllabus for details)
(use www.turnitin.com)

Video: **Race The Power of an Illusion (Part 2)**

WEEK 4

Reading assignment: (II) pp. 299-347

Mar. 12-15: **Theoretical perspective:** Social stratification, social class inequality (*continued*)

WEEK 5

Reading assignment: (I) White Privilege: Unpacking the Knapsack (pp. 123-126)
(II) pp. 37-43

Mar. 19-22: **Theoretical Perspective:** Colorblindness/Whiteness
Video: The Pathology of White Privilege

Mar. 22 ** **Sociological Analysis of the Ghetto paper Due** ** (Check at the end of the syllabus for details)(use www.turnitin.com)

WEEK 6

Reading Assignment: Bonilla Silva's article on Colorblindness (handed out in class)

Mar. 26-29: **Theoretical Perspective:** Colorblindness/Whiteness (*continued*)

WEEK 7

Reading Assignment: Harris e³ Carbado on Color blind frames (handed out in class)

Apr. 2-5: **Theoretical Perspective:** Colorblindness/Whiteness (*continued*)

Apr. 5: ** **Racial Domination paper Due** ** (Check at the end of the syllabus for details)
(use www.turnitin.com)

WEEK 8

Reading Assignment: (II) p. 23, pp. 236-237 e³ pp. 242-243

Apr. 9-12: **Theoretical Perspective:** Immigration

WEEK 9

Apr. 16-19: **SPRING BREAK - NO CLASSES**

WEEK 10

Reading Assignment: *Ngai's Historically, America both legalized...* (available at www.tsjugephd.com)
Carens' Time for Amnesty (available at www.tsjugephd.com)

**** Exam 1 **** (*Review Introduction, Whiteness/Colorblindness*)

Apr. 23-26: **Theoretical Perspective:** Immigration (*continued*)

WEEK 11

Reading Assignment: *Jaynes' The Economic Effects of Immigration* (available at www.tsjugephd.com)

Apr. 30-May 3: **Theoretical Perspective:** Immigration (*continued*)
Video: 9500 Liberty

WEEK 12

Reading Assignment: *Massey's Only By addressing the realities...* (available at www.tsjugephd.com)

May 7-10: **Theoretical Perspective:** Immigration (*continued*)

May 10: **** White privilege paper Due **** (Check at the end of the syllabus for details)
(use www.turnitin.com)

WEEK 13

Reading Assignment: *(II) pp. 68-69 e3 pp. 483-486*

May 14-17: **Theoretical Perspective:** Feminist theories

Discussion: How do race, gender and class intersect?

Video: Hip-Hop: Beyond beat and Rhymes

WEEK 14

May 21-24: **Theoretical Perspectives:** Feminist theories (continued)

May 27: **** *The New Jim Crow paper Due* **** (Check at the end of the syllabus for details)
(use www.turnitin.com)

WEEK 15

Reading Assignment: (II) pp. 192-199 & pp. 342-347

May 28-31: **Theoretical Perspectives:** Feminist theories (continued)

WEEK 16

Reading Assignment: (II) pp. 499-542

Jun. 4-7: **Theoretical Perspective:** Affirmative Action (*if time permits*)

WEEK 17

**** Exam 2 **** (*Review Immigration. Feminist theories*)

MW Class 12:00 pm – 1:35 pm (section 6104)
(Monday, June 11 from 1:00 pm to 3:00 pm)

TTh Class 8:50 am – 10:25 am (section 7565)
(Tuesday, June 12 from 8:00 am to 10:00 am)

W Class 6:00 pm - 9:20 pm (section 5080)
(Wednesday, June 13 from 6:00 pm to 8:00 pm)

TURNITIN.COM INSTRUCTIONS

Each student attending Socio 14 will have to register and submit his or her written assignments through www.turnitin.com.

Please register on the 1st week of class.
Go to www.turnitin.com. Select **New Users**. Select **Student**.

Section 6104:

For Turnitin class ID, type **4850319**
For Turnitin class enrollment password, type **6104**

Section 7565:

For Turnitin class ID, type **4850318**
For Turnitin class enrollment password, type **7565**

Section 5080:

For Turnitin class ID, type **4850317**
For Turnitin class enrollment password, type **5080**

Please register the **exact same name** that you use to register for this class at Pasadena City College
Once the due date for the written assignments approaches, please log in and submit your paper. There are no excuses for not submitting. There are plenty of computers on campus to register and then to submit your papers. For those who do not have computer access or Internet access at home, go to the Social Sciences Learning Center in C 315.

IDENTITY PAPER (check rubric below)

This first written assignment should be about 3-4 pages-long, 12-pt-font, 1-inch margin all around, double-spaced. You will be graded based on the articulation of your ideas and analysis!

THIS IS ABOUT YOU! I WANT TO HEAR YOUR VOICES! BE HONEST & TRUTHFUL!

This paper should NOT be a summary of your life but a critical explanation/ analysis/ assessment of meaning of your racial/ethnic identity in the context of your presence in the U.S. Read pp. 475-495 (*Racial Domination, Racial Progress*) for concepts and ideas. Use those concepts to reflect on the meaning of your racial/ethnic identity.

This identity paper is about developing an introspective **analysis** of who you are and how you have become yourself. More precisely, I want you to think **critically** and reflect on the process by which you have developed your identity. There is **NO RIGHT** or **WRONG**! Knowing that race, ethnicity and other identification markers are **socially defined**, what are the meanings associated with who you are, about what you are trying to achieve and the struggles you face everyday?

- Do you identify yourself in racial/ethnic terms?
 - **If yes, when have you started thinking about it? What does that precisely mean to you?**
 - Is it something that you have proudly adopted or was it forced on you? Family members? Good or bad social interactions with others? Society? Images? Labels? Stereotypes? Etc...
 - Do you see yourself more in racial or ethnic terms?
 - How do you think others see you/ perceive you?
 - Discuss how whites and people of color see you/perceive you?
 - Does your gender impact the way you identify yourself? If yes, how so?
 - Is gender more important than racial/ethnic identity for you? Do they go hand-in-hand? Explain. Develop
 - What about your socio-economic status? What about your sexuality?
 - **If not, then what is your primary identification marker? And why?**
 - Is it because it does not mean anything to you or is it because you refuse to be categorized in one group?
 - Why doesn't it mean anything to you?
 - Why do you think it might be a problem for you to be categorized?
 - What does it mean for you to think of yourself as a "non-racial/ethnic" person?
 - Do you think people see you as a "non-racial/ethnic" person? Develop
 - Thinking about it critically, don't you think that your "non-racial/ethnic identity" actually carries some racial/ethnic meaning?
 - Discuss how whites and people of color see you/perceive you?
 - Can everybody really do away from his or her racial/ethnic identity?
 - Does your gender impact the way you identify yourself?
 - If yes, how so?
 - Is gender more important than racial/ethnic identity for you? Develop
 - What about your socio-economic status? What about your sexuality?
- Reflect on one aspect of your identity which is "privileged." How do you benefit from this privilege? How does this privilege coincide with your racial/ethnic identity?

Grades	Rubric for <i>Identity Paper</i>
A	The student is able to provide an excellent critical assessment of her/his own racial/ethnic identity. S/he is able to reflect on the deeper meanings associated with her/his own racial/ethnic identity and resulting privilege. The train of thought is easy to follow. S/he provides excellent contextual explanations and is able to link clear examples with the meanings s/he attached to her/his own racial/ethnic identity. S/he is also able to reflect on other parts of her/his identity. The concepts utilized in the paper are used in the proper sociological context. The overall analysis is thorough and clear. The paper is very well organized. There are no spelling and grammatical mistakes.
B	The student is able to provide a good critical assessment of her/his own racial/ethnic identity and resulting privilege. S/he is capable of reflecting on the meanings associated with his/her own racial/ethnic identity but some explanations remain somewhat superficial. The train of thought is easy to follow. S/he provides some good explanations and is more or less able to link examples with the meanings s/he attached to her/his own racial/ethnic identity. S/he can reflect on other parts of her/his identity. The concepts utilized in the paper are not always used in the proper sociological context. The analysis could have been developed further. Some parts are more summaries than analysis. The paper is well organized. There might be possible spelling and grammatical mistakes.
C	The student is able to provide an average critical assessment of her/his own racial/ethnic identity and resulting privilege. S/he is capable of reflecting on the meanings associated with his/her own racial/ethnic identity but many explanations remain quite superficial. S/he provides some explanations and is more or less able to link examples with the meanings s/he attached to her/his own racial/ethnic identity. S/he can reflect on other parts of her/his identity. The concepts utilized in the paper are not always used in the proper sociological context. The train of thought is not very coherent and/or consistent. The analysis is confused for summaries. The paper lacks organization. There are some spelling and grammatical mistakes.
D	The student provides a below average critical assessment of her/his own racial/ethnic identity and resulting privilege. S/he is not capable of reflecting on the meanings associated with his/her own racial/ethnic identity and most explanations (if any) remain quite superficial. S/he provides little explanation and does not link examples with the meanings s/he attached to her/his own racial/ethnic identity. S/he cannot really reflect on other parts of her/his identity. The concepts utilized in the paper are not used in the proper sociological context. The explanations are either nonexistent or vague and superficial. Most of the paper is a summary. The analysis is confused for summaries. It is difficult to follow the overall train of thought. The paper lacks organization. There are some spelling and grammatical mistakes.
F	The student fails to provide any critical assessment of her/his own racial/ethnic identity and resulting privilege. S/he is not capable of reflecting on the meanings associated with his/her own racial/ethnic identity and there is no analysis. S/he provides no explanation and does not link examples with the meanings s/he attached to her/his own racial/ethnic identity. S/he cannot really reflect on other parts of her/his identity. The concepts utilized in the paper are not used in the proper sociological context. There is no or little train of thought. The explanations are either nonexistent or remain extremely vague and superficial. Most of the paper is a summary. The analysis is confused for summaries. The paper is not organized. There are many spelling and grammatical mistakes. The paper might also be short, vague, and remains very unclear. The student(s) can also receive an F in this assignment for failing to turn the assignment at the due date, for failing to meet the page requirements and for plagiarizing.

SOCIOLOGICAL ANALYSIS OF THE “GHETTO” PAPER (check rubric below)

This written assignment should be about 3-4 pages-long, 12-pt font, 1-inch margins all around, double-spaced, APA format. Make sure to quote when necessary. **DO NOT PLAGIARIZE!**

- **Read chapter 5 on housing and the articles entitled “Ghetto” and “The Rise of Advanced Marginality” by Loic Wacquant** (available on my website). **Ask 2 of your close friends to define the term “ghetto”** (which adjectives do they use spontaneously to describe it? Do not interject!). **In light of what you read, explain how those feelings can contribute to the reproduction of a ghetto’s advanced marginality** (p. 230).
-

RACIAL DOMINATION, RACIAL PROGRESS PAPER (check rubric below)

This written assignment should be about 3-4 pages-long, 12-pt font, 1-inch margins all around, double-spaced, APA format. Make sure to quote when necessary. **DO NOT PLAGIARIZE!**

- **Check the five fallacies presented on pp. 27-30. Choose and explain in details 2 fallacies of your choice. Provide real-life examples of each of those fallacies based on your interactions, discussions and experiences with your peers, family members and/or friends. Please be specific** (2 pages)
 - **Read chapter 7 on education & answer question 3 on page 348. Please be specific** (1-2 pages)
-

WHITE PRIVILEGE PAPER (check rubric below)

This written assignment should be about 5 pages-long, 12-pt-font, 1-inch margins all around, double-spaced, APA format. Make sure to quote when necessary. **DO NOT PLAGIARIZE!**

- **Questions 4 & 5 page 25** (roughly 2 pages)
 - *Those 2 questions can be answered together as long as the points from each question are addressed*
 - **Questions 2 & 9 page 103** (roughly 2 pages)
 - *Those 2 questions can be answered together as long as the points from each question are addressed*
 - **Question 1 & 4 page 141** (roughly 1 page)
 - *Those 2 questions can be answered together as long as the points from each question are addressed*
-

THE NEW JIM CROW PAPER (check rubric below)

This written assignment should be about 5 pages-long, 12-pt-font, 1-inch margins all around, double-spaced, APA format. Make sure to quote when necessary. **DO NOT PLAGIARIZE!**

- This assignment requires you to read the *entire* book. You are expected to write this paper in a way that can be understood by somebody that has not been present in this class this semester and who does not know a thing about the thesis of the author.
 - Provide the thesis of the author and show your understanding of her research/findings. Be clear and thorough in your explanations. Provide the major arguments allowing her to support her
-

thesis. The key to this paper is to understand, contextualize, present and organize the information to a friend or a family member who is asking you about the book you are reading.

- This is **NOT** an opinion paper. While I am asking you to break down the information in simple terms, it does not mean that you have to be superficial, vague or sloppy. You are still expected to write and organize your ideas in an essay format.

Grades	Rubric for <i>Sociological Meaning of the Ghetto, Racial Domination/Racial Progress, White Privilege, The New Jim Crow</i> papers
A	The student exhibits excellent understanding of the issues presented in the (text)book(s). S/he is able to explain those issues within the proper social, political, economic and historical context. The analysis is thorough and clear. The examples provided are well integrated with the explanations and enhance the overall quality of the answer(s). The train of thought is easy to follow. The paper is very well organized. Sources are properly referenced according to the APA style guide. There are no spelling and grammatical mistakes.
B	The student exhibits good understanding of the issues presented in the (text)book(s). S/he is able to explain those issues within the proper social, political, economic and historical context but this is not consistent throughout the paper. The analysis could have been developed further. The examples provided are useful but they do not add much to the overall quality of the answer(s). The train of thought is for the most part coherent. The paper is well organized but some parts might be out of place. Sources are properly referenced according to the APA style guide. There might be possible spelling and grammatical mistakes.
C	The student exhibits average understanding of the issues presented in the (text)book(s). S/he is not able to explain those issues clearly within the proper social, political, economic and historical context. The explanations remain vague and superficial. The examples tend to overshadow the explanations. The train of thought is not very coherent and/or consistent. S/he is struggling to present a clear picture of the issues presented in the textbook(s). The paper lacks organization. There are some spelling and grammatical mistakes as well as some problems referencing sources according to the APA style guide.
D	The student exhibits below average understanding of the issues presented in the (text)book(s). S/he is not able to explain those issues within the proper social, political, economic and historical context. The explanations are either nonexistent or vague and superficial. Most of the paper is a series of summaries without any analysis. The analysis is confused for summaries. It is difficult to follow the overall train of thought. The paper clearly lacks organization. There are some spelling and grammatical mistakes as well as some problems referencing sources according to the APA style guide.
F	The student fails to demonstrate any understanding of the issues presented in the (text)book(s). S/he is not able to explain the main ideas presented by the authors, and there is little to none social, political, economic and historical context. There is no train of thought. The explanations are either nonexistent or remain extremely vague and superficial. The paper is not organized. There are many spelling and grammatical mistakes as well as some problems referencing sources according to the APA style guide. The paper might also be short, vague, and remains very unclear. The student(s) can also receive an F in this assignment for failing to turn the assignment at the due date, for failing to meet the page requirements and for plagiarizing.

	<u>Communication</u> Students will demonstrate through original written and/or oral analysis their ability to identify sociological perspectives (conflict, structural functionalist, interactionist) and apply the sociological perspectives to social events and occurrences.
Inadequate	Student cannot successfully identify theoretical perspectives, and analyze cause and effects of events in the social world.
Developing	Student shows limited understanding of theoretical perspectives and demonstrates marginal capacity to link them to the social world
Adequate	Student can identify some of the theoretical perspectives and can connect them in an adequate manner to the social world.
Accomplished	Student has a good understanding of theoretical perspectives. A competent student can explain thoroughly the relationship between theoretical perspectives and the social world.
Mastery	Student clearly and elegantly demonstrates great understanding of different theoretical perspectives, and draws critical connection between these perspectives and the social world.

	<u>Cognition</u> Students will identify, understand and analyze social institutions, issues and social problems utilizing the three major sociological perspectives
Inadequate	Student cannot identify social institutions, issues and social problems through theory.
Developing	Student demonstrates some awareness of social institutions, issues and social problems through a theoretical lens.
Adequate	Student can critique/argue theoretically the value of some social institutions, issues and social problems.
Accomplished	Student demonstrates finely tuned awareness of social institutions, issues and social problems using different theoretical perspectives.
Mastery	Student demonstrates a superior awareness and critique of social institutions, issues and social problems using advanced theoretical arguments.

	<u>Information competency</u> Students will demonstrate the ability to locate, retrieve and evaluate sociological articles, journals, books and other sociologically related materials.
Inadequate	Student cannot identify and evaluate sociological articles and other sociologically related materials.
Developing	Student is able to locate some sociological materials without demonstrating providing extensive evaluation of the material.
Adequate	Student demonstrates an understanding of where to find some of the sociological relevant information and can present some general understanding of different points of view.
Accomplished	Student has been able to locate most of the relevant information and is able to demonstrate knowledge of the diversity of sociological opinions.
Mastery	Student can identify most of the important sociological information and demonstrates a superior understanding of different points of view.

	<u>Social responsibility</u> Students will compare and contrast the experiences and issues impacting minority groups with that of mainstream groups in power, including issues of race, class, gender, sexual orientation, deviance, culture, poverty, and global inequality, and social stratification.
Inadequate	Student lacks understanding of marginalized groups in relation to the dominant power structure. Student cannot explain the relevant issues of race, class and gender and their importance in sociological analysis. Student shows lacks of interest and motivation for the course material.
Developing	Student exhibits minimal understanding of marginalized groups in relation to the dominant power structure. Student understands the relevance of race, class and gender in sociological analysis. Student shows some effort but is not always prepared for class.
Adequate	Student exhibits some understanding of the experiences of marginalized groups and can compare them through a race, class and gender sociological approach.
Accomplished	Student can compare and contrast most important issues relating to marginalized groups and can explain how the power structure contributes to these particular experiences.
Mastery	Student demonstrates superior sociological understanding of minority perspectives. Student can compare and contrast the experiences of marginalized groups using a comprehensive sociological approach to race, class, and gender.

	<u>Personal development</u> Students will learn how to think critically (which questions to ask and which questions to omit) and how to view society through different lenses.
Inadequate	Student does not demonstrate any critical understanding of the importance of sociology to his/her own life. Student does make any efforts to ask questions about the class material and does not show personal responsibility in attending class and turning assignments in.
Developing	Student demonstrates basic understanding of the importance of sociology to his/her own life. Student demonstrates some personal responsibility for his/her academic learning.
Adequate	Student demonstrates some understanding of how sociology applies to his/her own life, and demonstrates personal responsibility for his/her own academic learning.
Accomplished	Student shows growth and demonstrates extra effort in his/her critical assessment of sociology and how it might apply to his/her own life.
Mastery	Student demonstrates increased social understanding. Student can critically apply the lessons of sociology to his/her own life.