

SOC310: Race, Gender, and Ethnic Relations in the U.S.

Credit Hours: 3

Contact Hours: This is a 3-credit course, offered in accelerated format. This means that 16 weeks of material is covered in 8 weeks. The exact number of hours per week that you can expect to spend on each course will vary based upon the weekly coursework, as well as your study style and preferences. You should plan to spend 10-25 hours per week in each course reading material, interacting on the discussion boards, writing papers, completing projects, and doing research.

Course Description and Outcomes



Course Description:

Survey of the historical and current issues related to race, gender, and ethnic relations found in practices and policies. Review of judicial, political and economic influences on organizational diversity management.

Course Overview:

Welcome to SOC310: Race, Gender, and Ethnic Relations in the U.S. In this course we will analyze sociological theories which show us how:

- Social class is often impacted by race, ethnicity, and gender.
- Race, ethnicity, and gender have strong correlations with social class, wealth and power.
- Membership in specific social classes, ethnic groups and even gender are fluid and socially constructed.

This course is likely to challenge preconceived notions of equality and fairness in the United States. This is intended to provoke new depths of critical thinking.

Course Learning Outcomes:

1. Describe concepts and principles related to prisms of difference.
2. Examine sociological perspectives concerning class struggle related to race, ethnicity, and gender.
3. Recognize how life experiences impact race, ethnicity, and gender identity.
4. Illustrate how variables of race, ethnicity, and gender interact in a global society.
5. Apply a cultural lens to produce different perceptions of social structure.
6. Engage the concepts of intersectionality as applied to race, ethnicity, and gender and how these further intersect with social class.

Participation & Attendance



Prompt and consistent attendance in your online courses is essential for your success at CSU-Global Campus. Failure to verify your attendance within the first 7 days of this course may result in your withdrawal. If for some reason you would like to drop a course, please contact your advisor.

Online classes have deadlines, assignments, and participation requirements just like on-campus classes. Budget your time carefully and keep an open line of communication with your instructor. If you are having technical problems, problems with your assignments, or other problems that are impeding your progress, let your instructor know as soon as possible.

Course Materials



Textbook Information is located in the CSU-Global Booklist on the Student Portal.

Course Schedule



Due Dates

The Academic Week at CSU-Global begins on Monday and ends the following Sunday.

- Discussion Boards: The original post must be completed by Thursday at 11:59 p.m. MT and Peer Responses posted by Sunday 11:59 p.m. MT. Late posts may not be awarded points.
- Opening Exercises: Take the opening exercise before reading each week's content to see which areas you will need to focus on. You may take these exercises as many times as you need. The opening exercises will not affect your final grade.
- Mastery Exercises: Students may access and retake mastery exercises through the last day of class until they achieve the scores they desire.
- Critical Thinking: Assignments are due Sunday at 11:59 p.m. MT.
- Live Classroom: Although participation is not required, a Live Classroom session is held during Week 4.

Week #	Readings	Assignments
1	<ul style="list-style-type: none"> • Part VI: Power and Classism in <i>Experiencing Race, Class and Gender in the United States</i> • Kevles, D. (2001). In the name of Darwin. <i>Evolution</i>. Public Broadcasting Service, WGBH/NOVA Science Unit, and Clear Blue Sky Productions. Retrieved from http://www.pbs.org/wgbh/evolution/darwin/nameof/index.html • Wyatt-Nichol, H., Brown, S., & Haynes, W. (2011). Social class and socioeconomic status: Relevance and inclusion in MPA-MPP programs. <i>The Journal of Public Affairs Education</i>, 17(2). Retrieved from http://www.naspaa.org/jpaemessenger/Article/VOL17-2/04_17n02_wyatt-nicholbrownhaynes.pdf 	<ul style="list-style-type: none"> • Discussion (25 points) • Opening Exercise (0 points) • Mastery Exercise (10 points)
2	<ul style="list-style-type: none"> • Part III: Economics and the American Dream in <i>Experiencing Race, Class and Gender in the United States</i> • Hargraves, S. (2013). The myth of the American dream. <i>CNN Money</i>. Retrieved from http://money.cnn.com/2013/12/09/news/economy/america-economic-mobility/index.html?hpt=hp_t3 	<ul style="list-style-type: none"> • Discussion (25 points) • Opening Exercise (0 points) • Mastery Exercise (10 points) • Critical Thinking (85 points)
3	<ul style="list-style-type: none"> • Part I: Racial and Ethnic Identity in <i>Experiencing Race, Class and Gender in the United States</i> • Francis, D. (2015). <i>Employer's replies to racial names</i>. The National Bureau of Economic Research. Retrieved from http://www.nber.org/digest/sep03/w9873.html • Peters, W. (1985). <i>A class divided</i> [Video file]. PBS FRONTLINE. Retrieved from http://www.pbs.org/wgbh/pages/frontline/shows/divided/ • Scott. (2010, July 22). CD history: How segregation shaped the neighborhood. <i>Central District News</i>. Retrieved from http://www.centraldistrictnews.com/2010/07/cd-history-how-segregation-shaped-the-neighborhood/ • Zevallos, Z. (2011, October 14). What is otherness? <i>The Other</i> 	<ul style="list-style-type: none"> • Discussion (25 points) • Opening Exercise (0 points) • Mastery Exercise (10 points) • Critical Thinking (95 points)

	<p><i>Sociologist</i>. Retrieved from http://othersociologist.com/otherness-resources/</p>	
4	<ul style="list-style-type: none"> Part II: Gender and Sexual Identity in <i>Experiencing Race, Class and Gender in the United States</i> Burton, C. (2014, April 4). OkCupid asked for my body type and this spiral of neurosis happened. <i>The Vagenda Magazine</i>. Retrieved from http://vagendamagazine.com/2014/04/okcupid-asked-for-my-body-type-and-this-spiral-of-neurosis-happened/ Cubarrubia, R. J. (2013, April 10). Against me! Singer Laura Jane Grace talks about her first year as a woman. <i>Rolling Stone</i>. Retrieved from http://www.rollingstone.com/music/news/against-me-singer-laura-jane-grace-talks-about-her-first-year-as-a-woman-20130410 Heckman, S. (2006). <i>Wrong bathroom gender discrimination in restrooms, award winning film!</i> [Video file]. Retrieved from https://youtu.be/yFDaYIsOWQk Zevallos, Z. (2013, September 9). Rethinking gender and sexuality: Case study of the Native American "Two Spirit" people. <i>The Other Sociologist</i>. Retrieved from http://othersociologist.com/2013/09/09/two-spirit-people/ 	<ul style="list-style-type: none"> Discussion (25 points) Opening Exercise (0 points) Mastery Exercise (10 points) Critical Thinking (95 points) Live Classroom (0 points)
5	<ul style="list-style-type: none"> Part IV: Power and Racism in <i>Experiencing Race, Class and Gender in the United States</i> Sutler-Cohen, S. (2014). <i>Understanding the context of race in the U.S.</i> [Prezi presentation]. Retrieved from https://prezi.com/t0xbbcpr1fzy/understanding-the-context-of-race-in-the-us/ 	<ul style="list-style-type: none"> Discussion (25 points) Opening Exercise (0 points) Mastery Exercise (10 points) Critical Thinking (95 points) Portfolio Project Milestone (50 points)
6	<ul style="list-style-type: none"> Part V: Power and Sexism in <i>Experiencing Race, Class and Gender in the United States</i> Hurt, B. (2006). <i>Hip-hop: Beyond beats & rhymes</i> [Video documentary]. National Black Programming Consortium. Retrieved from http://blackpublicmedia.org/hip-hop-beyond-beats-rhymes/ 	<ul style="list-style-type: none"> Discussion (25 points) Opening Exercise (0 points) Mastery Exercise (10 points)
7	<ul style="list-style-type: none"> Part VIII: Taking Action and Part IX: Change Makers in <i>Experiencing Race, Class and Gender in the United States</i> Anti-Defamation League (2012). <i>Hate crimes laws: The ADL approach</i>. Retrieved from http://www.adl.org/99hatecrime/intro.asp 	<ul style="list-style-type: none"> Discussion (25 points) Opening Exercise (0 points) Mastery Exercise (10 points)
8	<ul style="list-style-type: none"> Part VII: Race, Class and Gender After 9/11 and Post-Katrina in <i>Experiencing Race, Class and Gender in the United States</i> 	<ul style="list-style-type: none"> Discussion (25 points) Opening Exercise (0 points) Mastery Exercise (10 points) Portfolio Project (300 points)

Assignment Details



This course includes the following assignments/projects:

Module 1

PORTFOLIO PROJECT REMINDER

This course requires the submission of a final Portfolio Project. This week, review the two options for this project in the Module 8 folder and begin thinking about which assignment you will choose to complete. Review the grading rubric there as well.

Module 2

CRITICAL THINKING ASSIGNMENT (85 points)

Choose one of the following two options to complete this week. Do not complete both assignments. Identify your assignment choice in the title of your submission. When you are ready to submit, go to the Module 2 folder to upload the document.

Option # 1: The Wage Gap

For this assignment, you will write an essay that addresses the following:

The wage gap between women and men in the United States is not closing, and the added dimension of race with the prisms of difference can further impact these gaps. Why?

Conduct research using *academically approved* sources in order to describe and explain these groups' experiences of social class. Data to analyze include educational achievement, income, health statistics, family dynamics, and economic security. Understand also that the wage gap can often be attributed to higher paid positions (like CEOs) being occupied by more men than women, or more whites than people of color.

Instructions:

- Write a 3-4 page paper, not including the required title and reference pages.
- Your paper must be properly cited and formatted according to the *CSU-Global Guide to Writing and APA Requirements*. Be sure to include a formal reference page.
- Although this is an individual paper, you should reflect on our Discussion Forums and incorporate ideas from there, as appropriate.
- You must support your analysis with at least two scholarly references, which may include resources from this course. Sources such as Wikipedia, *USA Today*, Fox News, or MSNBC News will not be accepted. The CSU-Global Library is a good place to find these sources.

Option # 2: The Poverty Line

For this assignment, you will write an essay that reflects upon the following:

Even people who earn wages above the poverty line struggle to make ends meet. For this assignment, you will either examine your own family or create a fictional family. If you choose the latter, think about the composition of the family. Is it a single parent family? A nuclear family? An extended family? How many children are in this family? Decide how your fictional family will look or use your own family and complete the following:

- Make a list of everything you need/use in a given month; for example, groceries, travel (work and school), day care or babysitting (if there are children), entertainment, health care, savings, and car payments.
- Come up with an estimate for these costs. (You will need to do some research to find out how much things cost. Go to a local supermarket and price things; call a local daycare center and find out what their fees are.)

- Once you've figured out these monthly costs, multiply by 12 to get the annual budget for your family. Then:
 - Look up the poverty line for your area. (It should be roughly \$28k annually for a family of four, but it changes, so check for the current amount.)
 - If your estimate is higher than the government's poverty line, you'll need to start cutting back on some items; make note of what you cut.
 - Is your family going to be eligible for government assistance?
 - How will that factor into your budget?

In your reflection, think about your quality of life (or the quality of life for your imaginary family). What is in your entertainment category? What about budgeting for bills? What might it feel like to possibly not be able to pay the bills? What about feeding your children before feeding yourself? What other things might factor into a subsistence living for American families?

Instructions:

- Write a 3-4 page paper, not including the required title and reference pages.
- Your paper must be properly cited and formatted according to the *CSU-Global Guide to Writing and APA Requirements*. Be sure to include a formal reference page.
- Although this is an individual paper, you should reflect on our Discussion Forums and incorporate ideas from there, as appropriate.
- You must support your analysis with at least two scholarly references, which may include resources from this course. Sources such as Wikipedia, *USA Today*, Fox News, or MSNBC News will not be accepted. The CSU-Global Library is a good place to find these sources.

PORTFOLIO PROJECT REMINDER

This course requires the submission of a final Portfolio Project. This week, review the two options for this project in the Module 8 folder and continue thinking about which assignment you will choose to complete. Review the grading rubric there as well.

Module 3

CRITICAL THINKING ASSIGNMENT (95 points)

Choose one of the following two options to complete this week. Do not complete both assignments. Identify your assignment choice in the title of your submission. When you are ready to submit, go to the Module 3 folder to upload the document.

Option #1: Experiences of Social Class Essay

Pick a traditionally marginalized group in America. Conduct research using *academically approved sources* in order to describe and explain this group's experience of social class. In your research, consider including data about educational achievement, income, health statistics, family dynamics, and economic security.

Instructions:

- Write a 3-4 page paper, not including the required title and reference pages.
- Your paper must be properly cited and formatted according to the *CSU-Global Guide to Writing and APA Requirements*. Be sure to include a formal reference page.
- Although this is an individual paper, you should reflect on our Discussion Forums and incorporate ideas from there, as appropriate.

- You must support your analysis with at least two scholarly references, which may include resources from this course. Sources such as Wikipedia, *USA Today*, Fox News, or MSNBC News will not be accepted. The CSU-Global Library is a good place to find these sources.

Option #2: Prejudice and Discrimination Essay

View, reflect, and comment on the FRONTLINE documentary, *A Class Divided* (available at <http://www.pbs.org/wgbh/pages/frontline/shows/divided/>), chronicling Jane Elliot's experiment with third grade children. Define and provide examples of prejudice and of discrimination. What is the relationship between these two concepts? In your analysis and research, consider including data about educational achievement, income, health statistics, family dynamics, and economic security.

Instructions:

- Write a 3-4 page paper, not including the required title and reference pages.
- Your paper must be properly cited and formatted according to the *CSU-Global Guide to Writing and APA Requirements*. Be sure to include a formal reference page.
- Although this is an individual paper, you should reflect on our Discussion Forums and incorporate ideas from there, as appropriate.
- You must support your analysis with at least two scholarly references, which may include resources from this course. Sources such as Wikipedia, *USA Today*, Fox News, or MSNBC News will not be accepted. The CSU-Global Library is a good place to find these sources.

PORTFOLIO PROJECT REMINDER

This course requires the submission of a final Portfolio Project. This week, consider what you have learned so far and think about how the readings, lectures, and assignments support the project you are planning to complete. The options for the Portfolio Project are located in the Module 8 folder. Also, review the grading rubric to ensure you are taking into consideration all aspects of this assignment.

Module 4

CRITICAL THINKING ASSIGNMENT (95 points)

Choose one of the following two options to complete this week. Do not complete both assignments. Identify your assignment choice in the title of your submission. When you are ready to submit, go to the Module 4 folder to upload the document.

Option # 1: Distribution of Political Power Essay

Debates about abortion, same-sex marriage, and healthcare have had profound impacts on our political system. How does the distribution of political power affect the life chances of people who are under-represented in terms of race/ethnicity, class, and gender?

Conduct research and analyze how special interest groups, such as lobbies and grass roots organizations, may promote or prevent social change.

Instructions:

- Write a 3-4 page paper, not including the required title and reference pages.
- Your paper must be properly cited and formatted according to the *CSU-Global Guide to Writing and APA Requirements*. Be sure to include a formal reference page.
- Although this is an individual paper, you should reflect on our Discussion Forums and incorporate ideas from there, as appropriate.

- You must support your analysis with at least two scholarly references, which may include resources from this course. Sources such as Wikipedia, *USA Today*, Fox News, or MSNBC News will not be accepted. The CSU-Global Library is a good place to find these sources.

Option # 2: Gender Roles Essay

Select two popular magazines at a local supermarket (one targeted at men, one targeted at women) and review the portrayal of gender roles in the advertisements. Note your observations about the types of gender images you see in these magazines. Are there differences in the portrayals of gender in the magazine targeted at men compared with the one targeted at women? Be explicit in your analysis and descriptions of the ads.

Instructions:

- Write a 3-4 page paper, not including the required title and reference pages.
- Your paper must be properly cited and formatted according to the *CSU-Global Guide to Writing and APA Requirements*. Be sure to include a formal reference page.
- Although this is an individual paper, you should reflect on our Discussion Forums and incorporate ideas from there, as appropriate.
- You must support your analysis with at least two scholarly references, which may include resources from this course. Sources such as Wikipedia, *USA Today*, Fox News, or MSNBC News will not be accepted. The CSU-Global Library is a good place to find these sources.

PORTFOLIO PROJECT REMINDER

This course requires the submission of a final Portfolio Project. This week, consider what you have learned so far and think about how the readings, lectures, and assignments support the project you are planning to complete. The options for the Portfolio Project are located in the Module 8 folder. Also, review the grading rubric to ensure you are taking into consideration all aspects of this assignment.

Module 5

CRITICAL THINKING ASSIGNMENT (95 points)

Choose one of the following two options to complete this week. Do not complete both assignments. Identify your assignment choice in the title of your submission. When you are ready to submit, go to the Module 5 folder to upload the document.

Option # 1: American Class Perspectives Essay

Examine how the American class system looks from the perspective of people of color. Give scrupulous attention to the idea that race is a biological fiction, something that only matters to us socially. Rely heavily on the required readings and the Prezi presentation, as you use a sociological perspective to compare and contrast the reported experiences of different individuals from different minority groups. Through your research, expand upon the required readings with research done on your own. Be sure to include citation for this material in your list of references.

Instructions:

- Write a 3-4 page paper, not including the required title and reference pages.
- Your paper must be properly cited and formatted according to the *CSU-Global Guide to Writing and APA Requirements*. Be sure to include a formal reference page.
- Although this is an individual paper, you should reflect on our Discussion Forums and incorporate ideas from there, as appropriate.

- You must support your analysis with at least two scholarly references, which may include resources from this course. Sources such as Wikipedia, *USA Today*, Fox News, or MSNBC News will not be accepted. The CSU-Global Library is a good place to find these sources.

Option # 2: Social Biography Essay

Investigate your social biography (note that this is different than your *personal* biography), focusing on how you learned about race. Sometimes it seems that we cannot remember how we *learned* about race; however, after giving it some thought, you will realize that at some point you were made aware. Since race is a biological fiction, and therefore, a *story* we are told by “Social Institutions” (<http://plato.stanford.edu/entries/social-institutions/>) , most of us had a moment (or several) when we realized that we were racially separated by others, and that others were different from us.

Rely heavily on the required readings as you use a sociological perspective to compare and contrast the reported experiences of different individuals from different minority groups. Expand upon the required readings with research done on your own. Be sure to include citations for this material in your list of references.

Instructions:

- Write a 3-4 page paper, not including the required title and reference pages.
- Your paper must be properly cited and formatted according to the *CSU-Global Guide to Writing and APA Requirements*. Be sure to include a formal reference page.
- Although this is an individual paper, you should reflect on our Discussion Forums and incorporate ideas from there, as appropriate.
- You must support your analysis with at least two scholarly references, which may include resources from this course. Sources such as Wikipedia, *USA Today*, Fox News, or MSNBC News will not be accepted. The CSU-Global Library is a good place to find these sources.

PORTFOLIO PROJECT MILESTONE: Submit Topic for Approval (50 points)

This week, you will submit your Portfolio Project topic selection. Choose one of the two options to complete for your Portfolio Project. Do not complete both projects. Review the Portfolio Project description in the Module 8 folder. Review the Grading Rubric for the Project Portfolio and for this assignment as well. Identify your assignment choice in the title of your submission. When you are ready to submit this assignment, go to the Module 5 folder to upload your document.

Option #1: Submit a 2-page paper describing the sociology theory you have selected for your Portfolio Project. Include a brief summary of the theory and your rationale for selecting this theory. Your paper must be formatted according to the *CSU-Global Guide to Writing and APA Requirements*.

Post in the Internet Café to discuss possible topics with your professor and fellow students.

Option #2: Submit a 2-page paper describing the political event you have selected for your Portfolio Project. Include a brief summary of the event and your rationale for selecting this event. Your paper must be formatted according to the *CSU-Global Guide to Writing and APA Requirements*.

Post in the Internet Café to discuss possible topics with your professor and fellow students.

Module 6

PORTFOLIO PROJECT REMINDER

This course requires the submission of a final Portfolio Project. This week, consider what you have learned so far and continue thinking about how the readings, lectures, and assignments support the project you are planning to complete. The options for the Portfolio Project are located in the Module 8 folder. Also, review the grading rubric to ensure you are taking into consideration all aspects of this assignment.

Module 7

PORTFOLIO PROJECT REMINDER

This course requires the submission of a final Portfolio Project. This week, consider what you have learned so far and continue thinking about how the readings, lectures, and assignments support the project you are planning to complete. The options for the Portfolio Project are located in the Module 8 folder. Also, review the grading rubric to ensure you are taking into consideration all aspects of this assignment.

Module 8

PORTFOLIO PROJECT (300 points)

Choose one of the following two options for your Portfolio Project. Do not complete both projects. Identify your assignment choice in the title of your submission. When you are ready to submit, go to the Module 8 folder to upload the document.

Option #1: Theories in Sociology

It is clear that race, ethnicity, and gender are strongly correlated with social class. There are multiple theories in sociology that explain class, ethnicity, and gender.

Write a paper that includes the following:

- Choose one theory to use as the backbone of your paper, and choose two ethnic minorities in the United States to compare and contrast their experiences of social class.
- Analyze how gender is treated in these groups. Demonstrate your understanding of the ways in which religious traditions work to construct social reality for these groups.
- Evaluate how those in power aid or obstruct the assimilation process.
- Inspect the ways in which racism and discrimination affect each minority's participation in mainstream American life.
- If you pick an American Indian group, be sure to identify their tribe and discuss their history.
- Provide support for your arguments based on both the required and recommended readings for the course, and incorporate any relevant points culled from the discussion boards.

Preliminary Deliverables

You have a preliminary deliverable for the Portfolio Project, a topic due in week 5. This assignment will be graded, so you must complete and hand in that assignment at the end of Week 5.

- **Week 5:** Submit your Portfolio Project topic to your instructor for approval and for a grade. This is a required component of the Portfolio Project assignment and should be 2 pages in length.

Final Paper Instructions:

- Include an introduction that provides a clear statement of your position on the topic.
- Your paper must be at 8-10 pages in length, not counting the required title and reference pages.

- The paper should synthesize current, relevant research on your topic from at least five scholarly sources. Your paper must be properly cited and formatted according to the *CSU-Global Guide to Writing and APA Requirements*. The CSU-Global Library is a great place to find sources!
- Offer your conclusions regarding how best to manage the issue (i.e., your informed opinion on the issues raised).

Your paper must demonstrate what you have learned about current issues related to experiences of social class, and how the many variables we've discussed in this course influence society in the United States. Your paper is expected to have depth and offer a thoughtful analysis on the topic. It should be based on references to scholarly materials (rather than on introductory textbooks, popular website writings, or musings, for example). That is, support your claims with evidence.

The most common mistakes in writing an essay are: (a) simply summarizing the topic and not analyzing it or discussing your views; and (b) failing to relate the subject to the broader context of race, gender, and ethnicity, as discussed in the course and described in the readings. Adequately including the broader contexts includes, for example, considering how your research might yield a different approach to racism or discrimination.

Your final paper will be graded not only on content, but also on the quality of your writing, including syntax and grammar. It is highly recommended that you closely proofread your assignment prior to submission.

Option #2: Media Coverage of a Political Event

Choose a political event that is currently making national headlines. It might be a story about a political election, political responses to natural disasters, the global economy, or a highly publicized criminal trial. This does not include popular entertainment stories. Over the course of the term, analyze how this story is being covered by the following:

- The local newspaper
- Major national newspapers (*USA Today*, the *New York Times*, the *Washington Post*, the *Wall Street Journal*)
- Mainstream news magazines (*Time*, *Newsweek*, *U.S. News & World Report*)
- Alternative magazines (*The UTNE Reader*, *Harper's Weekly*, *Mother Jones*, *In These Times*)
- A local radio station
- National Public Radio (NPR)
- A local TV station
- Major networks (NBC, CBS, ABC, Fox, CNN)
- The internet (chat rooms, websites, blogs)
- Late-night talk shows featuring topical comedy (such as Jon Stewart's *The Daily Show*, *The Late Show With David Letterman*, or Jay Leno's *Tonight Show*)
- Whatever else you come up with!

Pay particular attention to the following:

- The amount of time or space devoted to the story
- The "tone" of the coverage (Is it supportive or critical? Is it purely factual or reflective of certain political opinions? Does it include specific, objective language or biased, inflammatory language?)

This is an analytical research project where you will be following the case/event and using scholarly resources to guide your critical thinking throughout your report. As you discuss the topic, summarize your findings. What are the differences in how the story is covered (for example, local versus national media, print versus electronic media, one TV network versus another, and mainstream versus alternative press)? What are the similarities?

Interpret your findings. What do these differences and similarities suggest about the people who run these media organizations? Whose political or economic interests are being served or undermined by the manner in which the story is being presented to the public? Which medium do you think is providing the most accurate, objective coverage? Why? If you have selected a criminal trial to research, make broad use of court reports as well. Tell the story as it is happening, and incorporate the scholarship in your analyses.

Preliminary Deliverables

You have a preliminary deliverable for the Portfolio Project, a topic due in week 5. This assignment will be graded, so you must complete and hand in that assignment at the end of Week 5.

- **Week 5:** Submit your Portfolio Project topic to your instructor for approval and for a grade. This is a required component of the Portfolio Project assignment and should be 2 pages in length.

Final Paper Instructions:

- Include an introduction that provides a clear statement of your position on the topic.
- Your paper must be at 8-10 pages in length, not counting the required title and reference pages.
- The paper should synthesize current, relevant research on your topic from at least five scholarly sources. Your paper must be properly cited and formatted according to the *CSU-Global Guide to Writing and APA Requirements*. The CSU-Global Library is a great place to find sources!
- Offer your conclusions regarding how best to manage the issue (i.e., your informed opinion on the issues raised).

Your paper must demonstrate what you have learned about current issues related to experiences of race, gender, and ethnicity. Analyze how the many variables we've discussed in this course influence society by means of the manner in which your topic is portrayed in the media. Your paper is expected to have depth and offer a thoughtful analysis on the topic. It should be based on references to scholarly materials (rather than on introductory textbooks, popular website writings, or musings, for example). That is, support your claims with evidence.

Your final paper will be graded not only on content, but also on the quality of your writing, including syntax and grammar. It is highly recommended that you closely proofread your assignment prior to submission.

Course Policies

Course Grading

- 20% Discussion Participation
- 0% Opening Exercises
- 0% Live Classroom
- 8% Mastery Exercises
- 37% Critical Thinking Assignments
- 35% Final Portfolio Paper

Grading Scale and Policies

A	95.0 – 100
A-	90.0 – 94.9
B+	86.7 – 89.9
B	83.3 – 86.6
B-	80.0 – 83.2
C+	75.0 – 79.9
C	70.0 – 74.9
D	60.0 – 69.9
F	59.9 or below

In-Classroom Policies

For information on late work and incomplete grade policies, please refer to our [In-Classroom Student Policies and Guidelines](#) or the Academic Catalog for comprehensive documentation of CSU-Global institutional policies.

Academic Integrity

Students must assume responsibility for maintaining honesty in all work submitted for credit and in any other work designated by the instructor of the course. Academic dishonesty includes cheating, fabrication, facilitating academic dishonesty, plagiarism, reusing /re-purposing your own work (see *CSU-Global Guide to Writing and APA Requirements* for percentage of repurposed work that can be used in an assignment), unauthorized possession of academic materials, and unauthorized collaboration. The CSU-Global Library provides information on how students can avoid plagiarism by understanding what it is and how to use the Library and Internet resources.

Citing Sources with APA Style

All students are expected to follow the *CSU-Global Guide to Writing and APA Requirements* when citing in APA (based on the APA Style Manual, 6th edition) for all assignments. For details on CSU-Global APA style, please review the APA resources within the CSU-Global Library under the “APA Guide & Resources” link. A link to this document should also be provided within most assignment descriptions on your course’s Assignments page.

Disability Services Statement

CSU-Global is committed to providing reasonable accommodations for all persons with disabilities. Any student with a documented disability requesting academic accommodations should contact the Disability Resource Coordinator at 720-279-0650 and/or email ada@CSUGlobal.edu for additional information to coordinate reasonable accommodations for students with documented disabilities.

Netiquette

Respect the diversity of opinions among the instructor and classmates and engage with them in a courteous, respectful, and professional manner. All posts and classroom communication must be conducted in accordance with the student code of conduct. Think before you push the Send button. Did you say just what you meant? How will the person on the other end read the words?

Maintain an environment free of harassment, stalking, threats, abuse, insults or humiliation toward the instructor and classmates. This includes, but is not limited to, demeaning written or oral comments of an ethnic, religious, age, disability, sexist (or sexual orientation), or racist nature; and the unwanted sexual advances or intimidations by email, or on discussion boards and other postings within or connected to the online classroom.

If you have concerns about something that has been said, please let your instructor know.