Course Description

This course is an introduction to the sociology of inequality in terms of race, class, ethnicity, gender and species. It will focus on the social construction of stratification, inequality, oppression, race, class, ethnicity, gender, speciesism, and the way in which all of these social phenomena intersect and have a profound influence upon identity and personal well-being. The course begins with an overview of society, basic sociological concepts and assumptions, methods, and the nature of social stratification and inequality. It then highlights the many ways in which social constructions of race, ethnicity, gender, species, and class interact to produce and perpetuate inequality and oppression. It concludes with a discussion of possible strategies for effective social change that might ameliorate current conditions of injustice, prejudice, and discrimination. This course meets the diversity requirement for a Bachelor’s Degree.

Course Goals

The primary goal of this class is to give students a clear understanding of key sociological conceptions of power, authority, stratification, inequality, race, ethnicity, class, gender, intersectionality, and the nature of oppression. In emphasizing how these phenomenon interact and are social constructions, students should acquire a better understanding of the nature of prejudice and discrimination in terms of sexism, racism, ethnocentrism, ageism, speciesism, patriarchy, and the relationship between alienation and prejudice. Through the use of a variety of sociological theoretical paradigms and quantitative and qualitative research, students should acquire both a deeper understanding of the nature of inequality and the lived experience of oppressed groups. This should help think more critically about many contemporary social problems, make better decisions, and take meaningful actions toward reform. If you find that some of the materials in the class may cause you undue stress or unwanted emotions, you are advised to not take the class or take another class.

Pedagogy

This is an online class, and it will be organized in terms of modules that contain materials to be addressed each week. These materials will contain weekly reading assignments, videotaped lectures, and assigned videos. The online lectures will address core materials and reviews for exams. Note outlines will be supplied for some but not all of the lectures. There will be one midterm worth 80 points, a final worth 80 points, and a paper worth 60 points, making a total of 220 points possible. The exams will be online objective exams, true false, multiple
choice, fill in the blank. There are also up to 15 extra credit points that students can obtain. First, students can acquire 5 extra credit points by posting up 5 times during the semester on the discussion board with a relevant thought or response regarding any of the class materials or comments made by other students. Students can earn an additional 10 extra credit points by reading any of the suggested readings and writing a double spaced three page analysis in terms of relevant sociological concepts and research. All extra credit work must be in before the final.

The grading scale for the class will be 94-100%=A, 90-93%=A-, 87-89%=B+, 83-86%=B, 80-82%=B-, 77-79%=C+, 73-76%=C, 70-72%=C-, 66-69%=D+, 60-65%=D, 59% & below = E. If no student or not many students get 100% on the exams, I will add points to all the scores, raising them up so that some students get 100%. If Given adequate notice the syllabus maybe changed and does not constitute a contract.

Paper

The final paper should be 5 to 6 double spaced pages, including a title page and a reference page, and may address any of the following: (1) Applying materials and concepts from the class, write a sociological biography or personal ethnography in which you address how you been effected by the socially constructed categories of race, ethnicity, class, gender and sexuality, noting which of those categories has had the most pronounced influence and how they may have interacted. (2) Choose a particular institution (family, religion, education, economics, government, military, media, art, science, sports, recreation, and leisure) and describe the inequalities associated with it, and the extent to which it is or has been influenced by the categories of race, class, ethnicity, and gender. (3) Write a paper that addresses what you see as a constructive and effective public strategy for social change that may reduce inequality, bigotry, discrimination and inequality. (4) Summarize a book on the suggested readings list while noting its relevance to key concepts and research addressed in the class. (5) Analyze one of the suggested movies, in terms of concepts and research addressed in the class. (6) Summarize and define what you think are the most important concepts and principles addressed in the class, noting their moral and political relevance. All papers will be evaluated in terms of the extent to which a student can effectively grasp and apply concepts and materials from the class. Papers are due at the end of the semester. Plagiarism will result an in E for the assignment, so be sure to do your own work, and make proper citations following either ASA or APA guidelines.

Fall Semester

For this class, watching the video-taped lectures, reading the assigned articles, and watching assigned videos should take about 3 to 4 hours a week. You will read an average of 3 to 4 articles a week, some of which are very short, and also watch assigned videos, some of which are also short clips. For a three hour class where you don’t have to attend a class, the work load is reasonable if not a light, but don’t get behind, and try to stay a week ahead if you can. Don’t think you can prepare for an exam by doing all the work in a day or a week. If you have any problems or questions feel free to call me at my office or email me, and if you have technical problems, please contact TACC at 801-581-6112. If they can’t solve the problem contact me.
Text and Reading Materials


Assigned Readings: Found in Modules on the course Website, and also available on E-Reserve at the Marriott Library.

Students with Disabilities

The University of Utah seeks to provide equal access to its programs, services and activities for people with disabilities. If you will need accommodations in the class, reasonable prior notice needs to be given to the Center for Disability Services, 162 Olpin Union Building, 581-5020 (V/TDD). CDS will work with you and the instructor to make arrangements for accommodations. All information in the course will be made available in alternative format with prior notification to the Center for Disability Services. (www.hr.utah.edu/oeo/ada/guide/faculty)

Course Outline

**Readings Designed “RB” are from Rothenberg Reader (book) and listed by the approximate page number where the article begins. All other readings can be found in the modules.

Module 1: Sociological Perspective and Stratification

Week One, August 21: Basic Sociological Model / Core Concepts

Online Lectures: 1-3

Readings:

Rothman: Chapter 1

Weber: Defining Contested Concepts

Dill & Zambrana: Critical Thinking about Inequality

Markus: Who Am I?

Assigned Online Video: People Like Us. Social Class in America
Week Two, August 28: Macro-Micro Linkages / Introduction to Stratification

Online Lectures: 4-7

Readings:

Howard & Alamilla: Gender & Identity

Waters: The Cost of a Costless Community

RB 263, The Problem: Discrimination

RB 13, Omi & Winant: Racial Formations

Assigned Video Clip: Michael Parenti, Race, Class, and Gender (15 minutes.)

Assigned Audio clip: The Myth of the Founding Fathers, Real History. Michael Parenti (25 minutes)

Assigned Video Clip: Race Sorting Exercise. (5 minutes)

Module 2: Race and Ethnicity

Week Three, September 4: Defining Race and Ethnicity

Online Lectures: 8-11

Readings:

RB 33, Buck: Constructing Race, White Privilege

RB 175, McIntosh: White Privilege

RB 125, Tatum: Defining Racism

RB 133, Bonilla-Silva: Color-Blind Racism

Assigned Online Video: The Differences Between Us. Illusion and Race
Week Four, September 13: Key Concepts regarding Race, Gender, Class and Speciesm.

Online Lectures: 12-15

Readings:

Osajima: Internalized Racism

Dovidio & Gaetner: Prejudice

Desmond & Emirbayer: What is Racial...

RB 141, Sethi: Smells Like Racism

Assigned Video: Ethnic Notions

Online Video Clip: Why is Jesus White. Mohammad Ali

Week Five, September 18: Discrimination in Everyday Life

Online Lectures: 16-19

Readings: RB 501, Indian Tribes: A Quest for Survival

RB 512, Prohibiting the Teaching of Slaves.

RB 410, Civilize Them With a Stick

RB 422, Wu: Yellow

Assigned Video: White Like Me

Week Six, September 25, Discrimination in Practice and Social Structure

Online Lectures: 20-23

Readings: RB 385, Feldman: Savage Inequalities

Shooting an Elephant: George Orwell

Garroutte: Racial Formation of American Indians

Letter to My Son, Ta-Nehisi, Atlantic

Assigned Video: Echo, Elephant Matriarch, and Cynthia Moss
Week Seven: October 2, Midterm Review and Midterm

Online Lectures: 24-26

Readings:

RB 430, Gomez: The Event of Becoming
RB 435, Kashef: This Person Doesn’t Sound..
RB 39, Brodkin: How Jews Became White

Midterm: Online Midterm on Modules One and Two, Weeks 1-7, October 6-7.

Week Eight: October 9, Fall Break (No Online Lectures).

Assigned Video: Miss Representation
Assigned Video: Bro Code

Module 3: Gender and Sexuality

Week Nine, October 16, Gender and Sexuality

Online Lectures: 27-29

Readings:

RB 54, Lorber: Night to His Day
RB 149, Frye: Oppression
RB 153, Johnson: Patriarchy
RB 66, Hubbard: Construction of Sexuality

Assigned Movie: Tough Guise 2

Online Lectures: 30-32

Readings:

RB 70, Katz: Invention of Heterosexuality
RB 82, Kimmel: Masculinity as Homophobia
RB 163, Pharr: Homophobia as a Weapon
RB 513, Seneca Falls Convention

Assigned Video Clip: Men and Women are Different.
Assigned Video Clip: Gender Biology

Module 4: Gender and Sexuality and Intersectionality with Class

Week Eleven, October 30, Intersectionality of Race and Gender with Class

Online Lectures: 33-35

Readings: RB 448, Sabo: Pigskin, Patriarchy & Pain
Copeland: Out of the closet

Assigned Video Clip: Fifty Shades of Gay
Assigned Video: Sexuality and Justice

Module 5: Maintaining Race, Class, and Gender Hierarchies

Week Twelve, November 6. Perpetuating Class Inequality, Oppression, and Prejudice. (Inequality, Fundamental Attribution Error, Attitude Inoculation, Fallacies, Propaganda)

Online Lectures: 36-39

Readings:

The Wage Gap

RB 274: Abercrombie Settles Class-Action Suit
RB 180, Lareau: Unequal Childhoods: Class, Race and Family Life
Module Six: Elites, Inequality and Imperialism

Week Thirteen: November 13. Creating Equality and Social Justice

Online Lectures: 40-43

Readings:

RB 618, Mantsios: Media Magic: Making Class Invisible

How Racism Doomed Baltimore

Imperialism and the Myth of Underdevelopment, Michael J. Parenti

RB 611, Parenti: Plutocratic Culture

Wendell Berry: The Idea of a Local Economy

Online Video: Why Capitalism is Killing Us. Gabor Mate


Online Lectures 44-46

Readings: Rise of Robots and Shadow Work by Barbara Ehrenreich

Readings: Inside Amazon.com

Assigned Video: Inequality For All

Assigned Video: Global Village or Global Pillage
Week Fifteen, November 27: Ending Racism, Sexism, Speciesm, and Class Bias.

Online Lectures 47–49)

Readings:

Kimmel: Real Men Join the Movement

Kivel: How White People can serve as allies for People of Color..

RB 672: Ayvanzain: Interrupting the Cycle of Oppression…

RB 689: Rothschild: Demand the Impossible

Assigned Video Clip: Best of Times Worst of Times

Assigned Video Clip: Seventeen Solutions

Week Sixteen Dec 4: Review and work on Papers

Assigned Video: David Korten A New Economic Agenda

Papers Due, Dec. 4. (Submitted Online)

Week Seventeen December 11. Final Exam Online Dec. 11-12

Suggested Readings

- *Agenda For a New Economy, From Phantom Wealth to Real Wealth*, David C. Korten
- *Saving Capitalism, Robert B. Reich*
- *Tortilla Curtain*, T. C. Boyle, (novel about race, class and immigration in the U.S.)
- *The Good Society, John Kenneth Galbraith*
- *The House on Mango Street*, Sandra Cisneros (Growing up Latina in urban U.S.)
- *Dark Ages Ahead*, Jane Jacobs (coming decline of western civilization)
- *A Peoples History of the United States*, Howard Zinn
- *White Like Me*, Tim Wise
- *Never Cry Wolf*, Farley Mowat (naturalist, deep ecology, speciesism)
- *For Those I Loved*, Martin Grey (holocaust autobiography, alienation, survival)
- *The Heart of Darkness*, Joseph Conrad (imperialism, society, paradox, and truth)
- *The Sane Society*, Erich Fromm (alienation, capitalism)
- *The Feminine Mystique*, Betty Friedan
- *The Subjection of Women*, John Stewart Mills
- *Of Wolves and Men*, Barry Lopez (speciesism, wolf society)
- *Bury My Heart at Wounded Knee*, Dee Brown (racism, imperialism)
- *Gorillas in the Mist*, Diane Fossey (speciesism)
- *Free Men and Free Markets*, Robert Theobald
- *The Acquisitive Society*, R. H. Tawney
- *Capitalism and Freedom*, Milton Friedman
- *The Culture of Narcissism*, Christopher Lasch (anomie, alienation in America)
- *On Being Human*, Ashley Montagu (social interdependence and meaning)
- *Native Son*, Richard Wright (racism)
- *Black Boy*, Richard Wright (racism)
- *There Are No Children Here*, Alex Kotlowitz (documentary on life in the ghetto)
- *The Jungle*, Upton Sinclair (industrialization, exploitation, alienation)
- *The Clansman*, Dixon (turn of the century racist novel, telling artifact)
- *Cry of the Kalahari*, (overpopulation, ecology, animal rights)
- *Animal Rights*, Peter Singer
- *The Acorn People*, Ron Jones, (Life with disabled and terminally ill kids, stigma)
- *The Sword and the Dollar*, M. J Parenti (imperialism)
- *The Conditions of the Working Class*, Frederick Engels
- *The Hidden Injuries of Class*, Sennett & Cobb (real people talk on stratification)
- *Democracy for the Few*, Michael Parenti (radical view on elitism, class wars)
- *The Revolution Within*, Gloria Steinem (sexism)
- *The Second Sex*, Simone de Beauvoir (feminism, sexism)
- *Savage Inequalities*, Johnathan Kozol (school inequalities)
- *The Pursuit of Attention*, Charles Derber (identity, recognition, status in America)
- *Race Matters*, Cornel West (racism)
- *Man’s Search For Meaning*, Viktor E. Frankl (holocaust, racism, survival)
- *Black Elk Speaks*, John G. Neihardt (American Indian biography, racism)
- *Why the Caged Bird Sings*, (racism) Maya Angelou
- *A Vindication of the Rights of Women*, Mary Wollenscraft
- *Of Mice and Men*, John Steinbeck (human nature, stratification, social order, poverty)
- *Grapes of Wrath*, John Steinbeck (stratification, human nature, social criticism)
- *The Power Elite*, C. Wright Mills, (Elites)
- *Why We Work*, Barry Schwartz (happiness in the workplace)
- *The Causes of World War Three*, C. Wright Mills, (social criticism)
- *Theory of the Leisure Class*, Thorstein Veblen
- *Real boys: Rescuing Our Sons From The Myths of Boyhood*. William Pollack (male socialization and violence)
- *The Human Zoo*, Desmond Morris (human nature, naturalist, biology, sex)
- *Mutant Message from Forever*, Marlo Morgan (Aboriginal assimilation, persecution)
- *Working*, Studs Terkel (work and class in America)
- *Uncle Tom’s Cabin*, H. B. Stowe (racism)
- *Geronimo*, Penn Muller (imperialism, racism, war, exploitation)
- *The Nature of Prejudice*, Gordon Allport (prejudice)
- *On Civil Disobedience*, Thoreau (dissent, morality and society)
- *On Violence*, Hannah Arendt (social psychology of violence)
• Life is A Miracle, Wendell Berry  (science, art, knowledge, morality)
• In the Presence of Fear, Wendell Berry  (globalization, class, and poverty, community)
• Feminist Thought, A Comprehensive Introduction, Rosemarie Tong  (feminism)
• On the Future of the Planet, Edward O. Wilson  (deep ecology)
• The European Dream, Jeremy Rifkin  (comparative analysis of the U.S and Europe))
• Souls of Black Folk, W.E. B.  Du Bois (classic on race in America)
• Anatomy of Peace, Arbinger Institute (Classic study on objectification of the other)
• Primates and Philosophers: How Morality Evolved, Frans De Waal
• Gang Leader For a Day, Sudhir Venkatsh (ethnography of a gang)
• Go Tell It On the Mountain, James Baldwin  (racism)
• The Fire Next Time, James Baldwin (racism)
• A Long Way Gone, Memoirs of a Boy Soldier, Ishmael Beah  (child soldier in Africa)
• The Lucifer Effect: Understanding How Good People Become Evil, Philip C. Zimbardo
• The Righteous Mind: Why Good People are Divided by Politics and Religion, Jonathan Haidt (Ideology, psychology, politics)
• The New Jim Crow. Michelle Alexander (the war on drugs mass incarceration of blacks)
• Seventeen Solutions. Ralph Nader
• On The Run, Fugitive Life in American City, Alice Goffman (Young Black Men *)
• The Razor’s Edge, Somerset Maugham
• A Doll’s House, Henrik Ibsen (patriarchy)
• An Enemy of the People, Henrik Ibsen ( One man’s fight against city hall)
• The Sea of Cortez, John Steinbeck (classic on science, art, modernity)
• Gorillas in the Mist, Diane Fossey (animal rights)
• Mountains and More Mountains, Dr. Paul Farmer (liberation theology and activism)
• Buddha’s Brain: The Practical Neuroscience of Happiness and Wisdom. Rick Hansen
• Hardwiring Happiness: The New Brain Science of Contentment, Calm, and Confidence, Rick Hansen
• Working, Studs Terkel  (stratification, occupation, income, well-being, first person)
• Transbodies, Trans Selves, Edited by Laura Erikson-Schroth*
• Shop Class as Soulcraft, Mathew B. Crawford (revaluing skilled labor in the modern age)
• Guyland, The Perilous World Where Boys Become Men. Michael Kimmel
• Real Boys, Rescuing Our Sons from the Myths of Boyhood, William Pollack
• Reviving Ophelia, Saving the Selves of Adolescent Girls, Mary Pipher
• In the Realm of Hungry Ghosts, Gabor Mate (Drug Addiction and Modern Society)
• Rise of the Robots, Ford. (automation and a polarized work force)
• The Heart is a Lonely Hunter, Carson McCullers (disability, racism, sexism)
• Ghetto: The Invention of Place in History: The History of an Idea. Mitchell Duneier
• White Trash: 400-Year Untold History of Class in America Nancy Isenberg.
• The Seven Habits of Highly Effective People, Stephen R. Covey  (business ethics)
• Why Nations Fail: The Origins of Power, Prosperity, & Poverty, Acemoglu & Robinson
• The Collected Essays of Wendell Berry, 1965-1980
• Fiver and the Psychology of Rabbits, Dr. Frank J. Page (A novel about meaning and choice in the modern world) (Available at Kings English, Sam Weller’s, The University Bookstore, and on Amazon.com in paperback and Kindle)
SUGGESTED MOVIES

- *Never Cry Wolf*, Charles Martin Smith, Bryan Dennehy (speciesism, ecology)
- *Gabbi*, (stigma, life among the physically challenged)
- *The Heart is a Lonely Hunter*, Alan Arkin (anomie, alienation, drama about being deaf)
- *Black Like Me*, James Whitmore (racism)
- *The Pawn Broker*, Rod Steiger (alienation)
- *Gorillas in the Mist*, Sigourney Weaver (speciesism)
- *Native Son*, Victor Love, Oprah Winfrey, Matt Dillon (racism)
- *Matewan*, (racism, class warfare)
- *Elephant Man*, Anthony Hopkins, John Hurt, (deviance, labeling)
- *The Bear*, (speciesism)
- *Boyz in the Hood*, (class/race/poverty)
- *El Norte*, (immigration, stratification, ethnocentrism, exploitation)
- *The Last of His Tribe*, John Voight (imperialism, scientific exploitation, racism)
- *The Color Purple*, Whoopi Goldberg, Danny Glover (racism, sexism)
- *A Light in the Jungle*, Malcom McDowell (bio of Albert Schweitzer, globalization)
- *The Black Robe*, (religious/cultural imperialism, racism)
- *Malcolm X*, Denzel Washington (racism, Islam, social movements)
- *Frances*, Jessica Lange (sexism)
- *Mississippi Burning*, Gene Hackman, Willem Defoe (racism)
- *The Razors Edge*, Murray (social change, ideology, class)
- *Uncle Tom’s Cabin* (racism, racist ideology)
- *Grapes of Wrath*, Henry Fonda, (class conflict)
- *Bound for Glory*, David Carradine (class conflict, labor movement, depression)
- *Bojangles*, Gregory Hines (racism)
- *City of God*, (Poverty and crime in South America, drugs, culture of poverty)
- *Amistad*, Morgan Freeman, Anthony Hopkins (Racism)
- *The Accused*, Jodi Foster (rape, sexism)
- *Hotel Rwanda*, Don Cheadle (Racism, Genocide)
- *Twelve Angry Men*, Any version (witness testimony, prejudice)
- *Maria Full of Grace*, Catalina Sandino (drugs and the drug war)
- *Crash*, Matt Dillon, Sandra Bullock (alienation, racism, class)
- *Shadrack*, Harvey Keitel (family, class, ageism, death)
- *Iron and Silk*, Shirley Sun, Mark Salzman (Modern Chinese Family)
- *My Big Fat Greek Wedding*, Nia Vardalos, John Corbet (Greek American marriage)
- *Salt of the Earth*, (Mexican American families fighting exploitation, black-listed in 50’s)
- *Monsoon Wedding*, Naseeruddin Shah (arranged eastern Indian wedding)
- *The Beautiful Country*, (orphans, mixed marriage and family in Vietnam and the U.S.)
- *Upside Down*, Fred Astaire (ageism, aging, and death)
- *Hedda Gabler*, Jane Fonda, (patriarchy and sexism in family)
- *The Wrestler*, Mickey Rourke (anomie, alienation, class)
- *The Mission*, (religion and colonial exploitation), Robert De Niro
- *The Hurricane*, Denzel Washington (criminal justice system, racism)
• Nineteen Hundred, Robert De Niro, Burk Lancaster (fascism, capitalism, class conflict)
• Burn, Marlon Brando, Imperialism in the raw.
• A Better Life, (immigration, class, stratification, globalization)
• A Light in the Jungle, (Albert Schweitzer) (globalization, international stratification, modernity)
• The Ballad of Narajama (power of culture and socialization in the extreme) x rated
• Caterpillar, (nationalism, machismo, and sexism) x rated
• Twelve Years a Slave, Chiwetel Ejiofor, Michael K. William, Michael Fassbender (class, power)
• The Butler, (Forest Whitaker, Oprah Winfrey, John Cusack (class, racism)
• The Color Purple, Whoopi Goldberg, Danny Glover, (apartheid)
• Dallas Buyers Club. Michael McConaughey, Jennifer Garner, Jared Leto, (aids and prejudice)
• The Help, Emma Stone Viola Davis, Octavia Spencer (oppression, class, race)
• Philadelphia (aids and prejudice)
• Mandela, Long Walk to Freedom, Idris Elba, Naomie Harris, Terry Pheto (apartheid)
• Gandhi, Ben Kingsley, Apartheid, racism
• Eyes Wide Open, Ran Danker, Sohar Strauss, (Religion and gay)
• A Dry White Season, Marlon Brando, Donald Sutherland (apartheid)
• Blue is the Warmest Color, Lea Seydoux, Adele Exarchopoulos (Lesbian identity)
• Kinsey, Liam Neeson, Biodrama of Alfred Kinsey, sex researcher.
• Monster, Christina Ricci (sexism and the criminal justice system)
• To Kill a Mocking Bird, Gregory Peck, (racism)
• Ghosts of Mississippi, Alec Baldwin, J. Wood, W. Goldberg, (Murder of Medger Evers)
• Cesar Chavez, Michael Perio, America Ferrerio, (migrant Labor organizer)
• Biutiful, Javiar Bardem, (Poverty, inequality, up close and personal)
• Heli, Armando Espitia, (Poverty, desperation, corruption in the social order, up close)
• Selma, David Oyelowo, (Martin Luther King, March on Washington)
• Blood Diamond, Djimon Housou, Leonard Di Cario (Imperialism)
• The Heart is a Lonely Hunter, Alan Arkin, (disability, racism)
• Suffragettes (feminist movement)
• Stonewall (Gay persecution and movement)
• About Ray (Experience of Transgenderedness)
• The Loving Story, (documentary about a couple who challenged interracial marriage laws and set the stage for a Supreme Court Case.
• Iron Jawed Angels, (feminist movement)
• Moonlight, Mahershala Ali, Sheriff Earp, Duan Sanderson, Naomi Harris, (race, gender, family)

Suggested Documentaries

• Wolves at the Door (speciesism, naturalist view on wolves)
• Forks Over Knifes. (economics and morality of meat consumption)
• Roger and Me, (capitalism / exploitation)
• Winged Migration, (speciesism, deep ecology, family)
• The Corporation, (capitalism, and the nature of corporations)
• Sicko, Michael Moore (health care in America)
• Flow, How Do A Handful of Corporations Steal Our Water? (corporate hegemony)
• Jesus Camp, (documentary on aggressive evangelicals)
• The Unexamined Life (Modernity, Existentialism, Ethics)
• Miss Representation (modern sexism)
• The Invisible War (sexism in the military)
• The World According to Monsanto (bio-engineering dangers, capitalist predation)
• The End of the Line: (Death of the oceans due to over fishing)
• Rulers of the Planet, Michael Parenti (Critical analysis of the state of the world, in terms of race, class and gender)
• You Can’t Be Neutral on a Moving Train, Howard Zinn (Critical analysis Power and Politics)
• Ethos, A Time for Change, Noam Chomsky, Chalmers Johnson, Michael Moore, Howard Zinn
• The Rulers of the World, Michael Parenti (class conflict)
• For The Bible Tells Me So (religion and persecution of gays)
• God and Gays (Religion and gays, problems)
• Crime and Punishment In America, (Criminal Justice System, Prison)
• Burying the Past: Legacy of the Mountain Meadows Massacre
• Constantine’s Sword, (Christianity, anti-Semitism, prejudice and politics)
• Dolphins, (Robin Williams narrates on family and communication in dolphins)
• People Like Us, Social Class in America, American Stratification
• Ethnic Notions (Racism, language, and class)
• The Gate Keepers, (Israeli Palestinian conflict)
• Five Broken Cameras (Israeli Palestinian conflict)
• March of the Penguins (Socio-biology, speciesism)
• Global Village or Global Pillage, (global inequality and corporations)
• A Filmed Record: Montgomery to Memphis, (bio on Martin Luther King Jr.)
• The Untold History of the United States, Oliver Stone, Peter Kuznick, (class warfare, racism, sexism, in U.S. history)
• Freedom On My Mind, Documentary registering black voters in the 1960’s in the south.
• Mickey Mouse Monopoly (Disney, corporate racism, sexism child exploitation)
• White Like Me (white privilege)
• Tough Guise 2, (male socialization and violence)
• Bro Code, (male socialization and sexism)
• Ivory Tower, Educational Inequality in America
• Who Do We Invade Next (Michael Moore) (comparative analysis of U.S. and other countries in terms quality of life).
• 13th, (documentary on racism in the criminal justice system)
CSBS EMERGENCY ACTION PLAN

- **BUILDING EVACUATION**
- EAP (Emergency Assembly Point) – When you receive a notification to evacuate the building either by campus text alert system or by building fire alarm, please follow your instructor in an orderly fashion to the EAP marked on the map below. Once everyone is at the EAP, you will receive further instructions from Emergency Management personnel. You can also look up the EAP for any building you may be in on campus at http://emergencymanagement.utah.edu/eap.

- **CAMPUS RESOURCES**
- **U Heads Up App:** There’s an app for that. Download the app on your smartphone at alert.utah.edu/headsup to access the following resources:
  - **Emergency Response Guide:** Provides instructions on how to handle any type of emergency, such as earthquake, utility failure, fire, active shooter, etc. Flip charts with this information are also available around campus.
• **See Something, Say Something:** Report unsafe or hazardous conditions on campus. If you see a life threatening or emergency situation, please call 911!

• **Safety Escorts:** For students who are on campus at night or past business hours and would like an escort to your car, please call 801-585-2677. You can call 24/7 and a security officer will be sent to walk with you or give you a ride to your desired on-campus location.

• **As the only institution in the state classified in the highest research category (R1), at the University of Utah you will have access to state-of-the-art research facilities and be able to be part of the knowledge creation process.** You will have the opportunity to do research of your own with faculty who are leading experts in their field, engaging in programs that match your research interests. Further, you will interact with and often take classes with graduate students that provide an advanced understanding of the knowledge in your field.