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|  | Race and Ethnic RelationsSociology 2350**Fall 2018** |

*Class Meetings*: Tuesday/Thursday 1:20pm – 2:35pm

*Classroom*: Engineering Building (EN) 3114

*Professor*: Matthew Painter

*Office Hours*: Tuesday/Thursday 11:00am – 12:00pm, 2:45pm – 3:30pm[[1]](#footnote-1)

*Office*: 308 Arts & Sciences Building

*Email*: mpainter@uwyo.edu (please put “SOC 2350” in subject line)[[2]](#footnote-2)

*Graduate Assistant:* Megan McClure

*Office Hours:*  Monday/Wednesday 10:00am – 11:30am; by appointment

*Office:* 313B Arts & Sciences Building

*Email:* mmcclur5@uwyo.edu (please put “SOC 2350” in subject line)

*“The problem of the Twentieth Century is the problem of the color line.”*

* W.E.B. DuBois (1903)

*“There can be no perfect democracy curtailed by color, race, or poverty. But with all, we accomplish all,*

*even peace.”*

* W.E.B. DuBois (1974)

*“I still believe that we shall overcome.”*

* Dr. Martin Luther King, Jr. (Nobel Price Acceptance Speech: Oslo, Norway, Dec. 10, 1964)

# PREREQUISITE

Sociology 1000

# COURSE DESCRIPTION

In Sociology 2350, we will examine social relations among majority and minority groups by devoting particular attention to racial and ethnic relations in the United States. This course takes a sociological approach to this topic, which emphasizes power structures, economic relationships and cultural traditions – historically and today. We will also devote attention to social psychological issues, such as prejudice, and social structural issues, such as class inequality.

# University studies program

Sociology 2350 fulfills the Diversity in the United States (D) requirement of the 2003 University Studies Program (http://www.uwyo.edu/unst/usp-2003) and of the 2015 Arts and Sciences Core (http://www.uwyo.edu/as/current-students).

# COURSE objectives

In this course, we will:

1. develop an understanding of how the idea of race emerged and developed in the United States.
2. explore the dynamics of ethnicity and immigration that shaped the United States we live in today.
3. examine the intersection of race with other systems of inequality and with social institutions.

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# Required Readings

There are three (3) required books and six (6) required articles for this course. The books may be purchased at the University Store. They are also available through Internet bookstores (addall.com is a great search engine for used books). Articles are available in the “Articles” module on the WyoCourses course webpage. **Please consult the course schedule and bring the appropriate book(s) and/or articles with you to class**.

**Books:**

Gallagher, Charles. 2012. *Rethinking the Color Line: Readings in Race and Ethnicity***.** 5th Edition. Boston, MA: McGraw-Hill. ISBN: 9780078026638

Waters, Mary. 1990. *Ethnic Options: Choosing Identities in America*. Berkeley, CA: University of California Press. ISBN: 9780520070837

Wise, Tim. 2011. *White Like Me: Reflections on Race from a Privileged Son (The Remix: Revised and Updated Edition)*. 3rd Edition. Berkeley, CA: Soft Skull Press. ISBN: 9781593764258

# additional materials

Students will need three (3) blue Accu-Scan sheets to use throughout the semester. These are available for purchase in the University Store. Students should complete the relevant identification information beforehand; that is, write and bubble their name and W# before class begins. Students will need a #2 pencil to fill out the Accu-Scan sheets.

Students will need to be familiar with our course webpage on WyoCourses (http://www.uwyo.edu/wyocourses/). This page houses the syllabus, articles, CPAs (see below), your scores from assignments and exams, and other important information. Students must have access to a computer, MS Office, and Internet connectivity that will allow them to complete this course. **Students should check the course site and their UW email daily.** Lack of access to needed technology is not an excuse for late and/or incomplete work. I will post the Powerpoint slides for each week to this page as well on Fridays.

# FORMAT OF WRITTEN ASSIGNMENTS

Written assignments are expected to meet the following requirements: typed, double-spaced, 12 pt. Times New Roman font[[3]](#footnote-3), 1 inch margins, “Normal” style[[4]](#footnote-4), and page numbered[[5]](#footnote-5). Writing assignments must be of the specified length. If citations are used, they should be in American Sociological Association (ASA) format (see “ASA Quick Style Guide.pdf” on WyoCourses or Google “ASA citations”). There is no need for either a reference page or a cover page on any assignments. **Failure to follow these requirements will result in a score of five (5) points on CPAs and one (1) letter grade deduction on the Movie Review.**

# Course Requirements

Mastery of the material in this course will be demonstrated through twelve (12) Class Preparation Assignments, three (3) non-cumulative exams, and one (1) movie review.

**Class Preparation Assignment (CPA).** Students will complete twelve (12) Class Preparation Assignments. Each CPA is worth ten (10) points. The prompts for each CPA are located under the “Modules” tab on WyoCourses (the prompts are single-spaced; students should leave the prompts single-spaced and then follow the formatting guidelines for their responses). Students should treat the CPA Word documents as templates and preserve the formatting as they complete their assignments. The length of each CPA should be two (2) **full** pages, no less and no more. In answering each question, students may draw on relevant readings, other courses they have taken, existing empirical evidence, their personal theoretical orientations, current U.S./world events, etc. Students’ CPAs should be turned in under the “Assignments” tab by clicking on the particular assignment and uploading the completed CPA using “Submit Assignment” in the far right column.

CPAs will be evaluated on whether students have fully answered **each** question and will be scored as follows: ten (10) to nine (9) points for excellent work, eight (8) points for good work, seven (7) points for fair work, and six (6) points for marginal work (see “Course Grade Guidance” below). CPAs containing unacceptable work will be marked with a zero (0). If students fail to follow the proper formatting guidelines (see above), their CPA will receive five (5) points, no matter the quality. There are two (2) exemplars posted on WyoCourses to provide examples for students to follow.

***CPAs are due before the start of class on Tuesdays (i.e., 1:20pm).***

**NOTE: The first CPA (Origins of Inequality) will be due on Thursday, 8/30, by midnight.**

**Movie Review.** Students will select one (1) movie of their choosing to review. Instructions for the movie review are appended at the end of this syllabus. Movie reviews must be six (6) **full** pages, no less and no more. One (1) exemplars and the scoring rubric are posted to WyoCourses under the “Helpful Documents” heading. Movie reviews should be submitted under the “Assignments” tab by clicking on “Movie review” and uploading the completed document using “Submit Assignment” in the far right column.

***Movie reviews*** ***will be due*** ***before the final exam on December 13 (i.e., 1:15pm MST)***.

**Examinations**. There will be two (2) non-cumulative in-class examinations and one (1) non-cumulative final examination. The two in-class exams will take place during class and the final will take place during the university-assigned final exam time. Question format will include multiple choice, short answer, and short essay. For the essay questions, students should be concise, accurate, and demonstrate their knowledge and understanding of the material by incorporating the readings, lectures, films, and/or class discussions into their answers. All exams will contain twenty-five (25) multiple choice, three (3) short answer, and one (1) essay question. Point allocation will

 two (2) for multiple choice, ten (10) for short answer, and twenty (20) for the essay question. **You MUST bring your University ID to every exam; it is required for students to hand in their exams**.

***In-class exams: September 25; November 6. Final exam: December 13.***

# EXTRA CREDIT

There are two (2) ways to earn extra credit in this class. These are the only mechanisms by which students may earn extra points in this course, students requesting individualized assignments and/or consideration will be referred to this section in the syllabus.

**In-Class Activities.** Students are expected to attend the in-class activities following the first two exams. Students who actively participate in these exercises will receive ten (10) points for each.

**Writing Center Consultation**. Students may schedule, attend, and complete one (1) consultation with the Writing Center. Each 30-minute (maximum) session is a one-on-one (or small group) conference during which students may discuss their writing tasks. Students should consult the web document “Preparing for a Writing Center Appointment” prior to attending their consultation (http://www.uwyo.edu/ctl/writing-center/writing-center-appointment.html). Please note: I encourage students to consult with the Writing Center early and often. Students should upload a picture of their receipt from the consultation to WyoCourses (under the “Assignments” tab by clicking on “Writing Center Consultation” and uploading the completed document using “Submit Assignment” in the far right column). A consultation will be worth ten (10) additional points.

***Documentation of the consultation should be turned in with students’ movie reviews***.

# missed ASSIGNMENTS

Early activities/exams are not available; late activities/assignments/exams necessitate an Authorized Absence. Please review the Authorized Absence Policy (http://www.uwyo.edu/dos/absences/) in the Dean of Students office. Advanced notice of an Authorized Absence is always welcome. Late activities/assignments/exams will be entirely in essay format and may be given in a supervised, quiet space within the Sociology department. Late assignments/exams must be completed within one (1) week of the scheduled assignment/exam.

# course GRADES

Class Preparation Assignments 120 points

Movie review 100 points

First exam 100 points

Second exam 100 points

Final exam 100 points

Total 510 points

**A = 100–90%,**

**B = 89.99–80%,**

**C = 79.99–70%,**

**D = 69.99–60%,**

**F = 59.99% and below.**

# Course Schedule

Note: The letter **G** refers to Gallagher, 5th edition; the adjacent number denotes the chapter.

**Aug. 30 Origins of Inequality**

How Our Skins Got Their Color (G1)

 Drawing the Color Line (G2)

## Sept. 4 & 6 Social Construction of Race

Racial Formations (G3)

 Defining Race and Ethnicity (G4)

**Sept. 11 & 13 Immigration**

Asian American Panethnicity (G10)

 Ethnic and Racial Identities of Second-Generation Black Immigrants (G44)

**Sept. 18 & 20 American Ethnicity**

*Ethnic Options*, Chapters 1–3, 5, 6

**\*NOTE: For Tuesday, read chapters 1–3. Read 5 & 6 for**

**Thursday.**

**Sept. 25 FIRST IN-CLASS EXAMINATION**

**Sept. 27 In-Class Activity – Star Power**

No assigned reading.

**Oct. 2 & 4 Prejudice & Discrimination**

Race Prejudice as a Sense of Group Position (G15)

Discrimination and the American Creed (G17)

*Ethnic Options*, Chapter 4, pp. 95–97

**Oct. 9 & 11 Inequality: Education**

Kozol, Jonathan. “Savage Inequalities.” Gallagher 3rd Edition: Reading #24, pp.

280–90. (*WyoCourses*)

Steele, Claude M. 1999. “Thin Ice: Stereotype Threat and Black College

Students.” *The Atlantic* 284(2 August):44–7; 50–4. (*WyoCourses*)

**Oct. 16 & 18 Inequality: Health**

Understanding Racial-Ethnic Disparities in Health: Sociological Contributions

(G6)

 Why are there No Supermarkets in My Neighborhood? (G25)

**Oct. 23 & 25 Inequality: Crime**

 The New Jim Crow (G27)

 Racialized Mass Incarceration: Rounding up the Usual Suspects (G28)

 The Mark of a Criminal Record (G29)

**Oct. 30 & Nov. 1 Films**

*Crossing Arizona*

 *Is Inequality Making Us Sick?*

## Nov. 6 SECOND IN-CLASS EXAMINATION

**Nov. 8 In-Class Activity – Ethnic Stereotypes**

No assigned reading.

## Nov. 13 & 15 Inequality: Family

Guess Who’s Been Coming to Dinner? (G45:pp.361-66)

 **\*NOTE: End reading before “Intermarriage by Education Level.”**

Lareau, Annette. 2002. “Invisible Inequality: Social Class and Childrearing in

Black and White Families.” *American Sociological Review* 67(5):747–76. (*WyoCourses)*

**\*NOTE: There is a reading guide posted on WyoCourses.**

*Ethnic Options*, Chapter 4, pp. 102–114

**Nov. 20 Native Americans**

A Tour of Indian People and Indian Lands (G9)

Springwood, Charles and C. Richard King. 2001. “‘Playing Indian’: Why

Native American Mascots Must End” *Chronicle of Higher Education*.

November 9. (*WyoCourses*)

 Munguia, Hayley. 2014. “The 2,128 Native American Mascots People Aren’t

Talking About.” *538.com*. Sept. 5. (*WyoCourses*)

 Reilly, Rick. 2013. “Have the People Spoken?” *ESPN.com*. Sept. 18.

(*WyoCourses*)

Zirin, Dave. 2013. “Enough.” *Grantland*. June 13. (*WyoCourses*)

**Nov. 22 No class.**

**Nov. 27 & 29 Discussion of *White Like Me[[6]](#footnote-6)***

**Dec. 4 & 6 The Future of Race and Ethnicity**

Color Blind Privilege (G12)

 The Possibility of a New Racial Hierarchy (G14)

 *Ethnic Options*, Chapter 7­­

**Dec. 13 FINAL EXAMINATION** 1:15pm – 3:15pm; Location TBA.

# classroom environment

By its very nature, sociology often involves personal and sensitive issues that may at times be difficult. Each student should behave in a professional and sociological manner befitting an intellectual environment. Students should feel free to disagree with the instructor and/or with other students. Disrespect, discourtesy, and/or otherwise demeaning behavior are inappropriate in the university and classroom intellectual community and will not be tolerated.

# Distractions

It is the responsibility of the individual student to maintain behavior that is appropriate for the intellectual environment of the class. Distracting behavior (e.g. talking, cell phone activity, Internet use; arriving late, leaving early, packing up before the end of class, and/or other inappropriate behavior) will not be tolerated. In my experience, cell phone activity is particularly distracting. Not only does it detract from the individual student’s learning, but it distracts from the learning of one’s neighbors.

# Accommodations

If you have a physical, learning, sensory, or psychological disability and require accommodations, please contact University Disability Support Services (UDSS) in the Office of Student Educational Opportunity (SEO), 330 Knight Hall.

# Academic honesty

Intellectual honesty is a cornerstone of all academic and scholarly work at the University of Wyoming and is a fundamental principle in each student’s intellectual development. Therefore, the faculty and administration view any form of academic dishonesty as a very serious matter. Cheating, plagiarism, and collusion in dishonest activities are serious acts which erode the University’s educational and research roles and lessen the learning experience not only for the perpetrators, but also for the entire campus community. The University of Wyoming expects students to understand and subscribe to the ideal of academic integrity and be willing to bear individual responsibility for their work. UW Regulation 6-802 defines academic dishonesty as: “An action attempted or performed that misrepresents one’s involvement in an academic endeavor in any way, or assists another student in misrepresenting his or her involvement in an academic endeavor.” Examples of academic misconduct include (but are not limited to) plagiarism, cheating, fraud, violation of standards, multiple submissions, interference or obstruction, and/or complicity. I expect all students to have read and understood the University’s *Code of Conduct* (http://www.uwyo.edu/dos/conduct/). Specific information regarding Academic Honesty is available at the Dean of Students Office website (http://www.uwyo.edu/dos/) and in “UW Regulation 6-802” (http://www.uwyo.edu/generalcounsel/\_files/docs/uw-reg-6-802.pdf). Academic dishonesty may result in a failing grade being assigned for the assignment/exam and/or for the course.

# email etiquette

Email is a professional form of communication – more like a letter – and should not adopt an informal, texting-like style or tone. Students should check their University email daily as it is the only way outside of class that I will be able to communicate. Emails that are professionally written with a formal tone are set up for success and will likely receive a helpful, informative reply. **Students should not ask questions that can be answered by the syllabus** (this goes for non-email communication as well). I check my email at the end of the workday and will respond to student queries then. Here is an example of a professional, formal email:

Subject: SOC 2350

Professor Painter:

I have class during your office hours and would like to meet with you. When is a good time for you? I’m free MWF afternoons after 2pm.

Thank you.

Mary Waters

# Use of Electronic and Recording Devices

The use of electronic devices (including but not limited to cellular telephones, computers, digital cameras, stand-alone video cameras, Internet-accessible webcams, video recorders, audio recorders) to transmit/record images and/or lecture/discussions/conversations during class without explicit written permission and acknowledgement of all parties is prohibited.

# note

This syllabus may be modified to achieve course goals.

# course GRADE guidance

With written assignments, it may be helpful to think of your work as graded along a continuum, ranging from excellent to unacceptable work. Admittedly, this process is subjective; the advantage is the possibility of partial credit. To help address the subjective nature of grading written work, rubrics will be used for all assignments. Below are broad comments that provide insight into the grading of written work in this course.

**A range Excellent work**. Demonstrates superior ability to creatively and appropriately organize and express ideas. Provides a comprehensive and thoughtful response to all assigned questions.

**B range Good work**. Demonstrates good organization and expression of ideas. Provides a solid response to all assigned questions.

**C range Fair work**. Demonstrates moderate skill in organization and expression of ideas. Provides an acceptable response to all assigned questions.

**D**–**F range Marginal to Unacceptable work**. Demonstrates little to no clear ability to organize and express ideas in an understandable manner. Provides an incomplete response to some or all of the assigned questions.

# tips for success

This course is challenging and will require dedicated effort both inside and outside of the classroom. It seems that there is a damaging misperception that 2000-level classes should require little effort; that mere attendance, occasional reading, and superficial studying should be enough to secure a satisfactory grade. To provide some insight into successful scholarly behavior, here are some tips.

**Before class.** Students should actively read all of the assigned chapters. There is a document posted on WyoCourses that explains active reading. I expect that students have read and are familiar with the assigned readings for each class period. I will feel free to call on students during class to answer questions about the reading and to facilitate discussion.

**During class.** I expect students to attend class and be punctual. Consequences of missing class (e.g., notes, films, discussion, in-class announcements) are each student’s responsibility. During class, students are expected to take notes. Students are expected to actively participate in both small and large group discussions. By actively engaging in the learning process through expression of personal sociological perspectives and listening to the views of others, students increase their understanding of the material.

**After class.** Students should devote between two (2) and three (3) hours of preparation/studying for each course credit per week. So, for this course, students should prepare/study between six (6) and nine (9) hours each week. Students will also benefit from reviewing the course material on a consistent basis, rather than waiting until an exam looms. Students who spend more time with the material increase their ability to retain the information and recall it at a later date. I recommend that students develop a schedule in which they review the material for this course every day. When studying, students should draw on the readings, their notes, and discussion. Past students have benefited from creating flash cards and/or studying in groups or with a partner.

**Additional resources.** Students are always encouraged to visit my office hours. The University wants students to succeed and has a number of resources dedicated toward this end (http://www.uwyo.edu/studentaff/step/). Students are encouraged to seek out the University resources that fit their needs. Last, the Internet has a wealth of information on study tips, academic success, etc. Students are encouraged to seek out approaches that resonate with them and share them widely if they bear fruit.

# Title IX

The faculty and staff of the University of Wyoming actively strive to provide a learning, working, and living environment that promotes personal integrity, civility, and mutual respect that is free from sexual misconduct and discrimination. Under Title IX, the University has a responsibility to take immediate and effective steps to respond to sexual violence and/or sexual harassment. Title IX mandatory reporters are required to notify Equal Opportunity Report and Response of any allegation of sexual misconduct. Mandatory reporters at the University include every administrative officer, dean, director, department head, supervisor, and all instructional personnel including your instructor. More information, including access to confidential resources, can be found at <http://www.uwyo.edu/reportit/policies/index.html>.

**Movie Review Guidelines**

Movies are a valuable source of data for understanding the social world as they provide insight into particular social and historical contexts. For instance, while *Django Unchained* is a work of fiction, it – at least from Quentin Tarantino’s perspective – illustrates racial dynamics between whites and blacks and offers a glimpse of the routinized and normalized violence that took place in and around slave-holding plantations. In a course on racial/ethnic relations, we can use movies to highlight patterns of social inequality and stratification, uncover power dynamics, and explore (particularly with documentaries) areas of social life we might not otherwise come into contact with.

For this assignment, students will select a movie of their choosing that addresses race/ethnicity. Students will watch this movie and write a movie review.[[7]](#footnote-7) The movie constitutes the “data” for this assignment; therefore, students should use ample examples to provide support for their arguments and/or observations. Effective examples include pieces of dialogue, descriptions of crucial interactions and/or events, descriptions of important places, etc.

The movie review consists of two (appropriately labeled) subsections: the first is a brief summary of the movie (“Summary”) and the second is an “Analytical Exposition.” The first subsection should comprise no more than a well-developed paragraph and should highlight the sociological significance of the movie. The second subsection will comprise the remainder of the paper.

**In the first subsection (i.e., “Summary”)**, students should assume that I have seen their movie and briefly provide a summary that will remind me of important background information, key plot points, etc. The main point of this first section is for students to orient me to their sociological issue. Students should then cleanly transition to the second section.

**The second subsection (i.e., “Analytical Exposition”)**, constitutes the rest of the assignment. Students should clearly explain how their movie discusses racial/ethnic relations. The kinds of issues students could address include:

* What dimension of race/ethnicity is depicted in the movie?
	+ Be sure to draw on your course readings to help develop your answer.
* How does the movie address social inequality and/or social stratification?
	+ Be sure to draw on your course readings to help develop your answer.
* How does the movie reflect its social and/or historical context?
	+ What can we learn (at least from the director’s perspective) about social conditions in a particular time and place?
* How does the movie distort social reality?
	+ How does this distortion draw attention to social stratification and/or social inequality?
* To what degree does the movie shed light on common or universal social and human problems?

NOTE: It is most important that students “see beyond the obvious” in their movie and bring this/these aspect(s) out in their reviews. Sociology is (in part) about discovering what is non-obvious or surprising about social life. As students watch their movies, they need to think sociologically (i.e., use their sociological imagination) in order see beyond what the movie is ostensibly about and uncover the underlying sociological explanation(s).

1. If these times do not work, please email me and we’ll schedule an appointment. [↑](#footnote-ref-1)
2. I check my email once a day on weekdays during the late afternoon. I will strive to answer student emails promptly within this schedule. [↑](#footnote-ref-2)
3. Please note that the default font in Word is Calibri. Do not use this font. [↑](#footnote-ref-3)
4. Please note that Word adds an extra space between paragraphs as a default. These extra spaces should be removed. There are a variety of easy approaches to accomplish this that are accessible via any search engine. [↑](#footnote-ref-4)
5. The only exception for page numbering is for the CPAs. The templates intentionally do not have page numbers. [↑](#footnote-ref-5)
6. Students should have access to the document “White Like Me – 3rd Edition – Discussion Questions – Fall 2015.docx” (*WyoCourses*) during class. [↑](#footnote-ref-6)
7. For examples of brief movie reviews, see: http://projects.chass.utoronto.ca/soc101y/brym/SocAtMovies.html. [↑](#footnote-ref-7)