



# Race and Ethnic Relations

Sociology 2350 (3 credit hours)

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**Fall 2020** (Classroom/On-line) (Education Bld. Auditorium)  
(T/Th 1:20 - 2:35)

**Professor:** Curtis R. Blakely, Ph.D.  
**Email:** [curt.blakely@uwyo.edu](mailto:curt.blakely@uwyo.edu)

**Office:** A & S 402  
**Office Hours:** Monday 9:00 - 10:30 am  
Tuesday 2:45 - 4:30 pm (and by appointment)

*“There can be no perfect democracy curtailed by color, race, or poverty”* (W.E.B. DuBois, 1974).

## ***PREREQUISITE***

Sociology 1000 or Anthropology 1200; sophomore status.

## ***MY PURPOSE***

My purpose is to help cultivate your creative, innovative and critical thinking skills. I am also here to help prepare you for future professional and educational endeavors.

## ***COURSE DESCRIPTION***

In this course, we will examine social relationships among majority and minority groups by considering race and ethnicity in the United States. This course takes a sociological approach to this topic, which emphasizes power structures, economic relationships and cultural traditions from a contemporary and historical perspective. We will also devote attention to issues including prejudice and class inequality.

## ***UNIVERSITY STUDIES PROGRAM***

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

## ***COURSE OBJECTIVES/STUDENT LEARNING OUTCOMES***

After completing this course, students will have:

- developed an understanding of how concepts about race emerge,
- explored the dynamics of ethnicity and immigration in the United States, and
- examined how race and ethnicity is dealt with by our social institutions.

## ***REQUIRED READINGS***

There is one (1) required book and six (6) required articles for this course. The book may be purchased at the University Store or on-line. Articles are available in the “Articles” module on the WyoCourses webpage.

Book:

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

## ***ONLINE PLATFORM***

All students (whether on campus or on-line) will need to be familiar with our course webpage on WyoCourses. This platform houses the syllabus, assignments, discussion post, exams and your scores (when applicable). Videos, power-points, and additional readings are available via the WyoCourses Platform.

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.

## ***FORMAT OF WRITTEN ASSIGNMENTS***

Written assignments must meet the following requirements: 12 pt. Times New Roman font, 1-inch margins, and “Normal” style. Writing assignments must be of the specified length. When citations are used, they may be in APA or MLA format (or another format provided consistency is maintained).

## ***COURSE REQUIREMENTS***

Mastery of the material in this course will be demonstrated through eleven (11) weekly preparation assignments, eleven (11) discussion posts, and three (3) non-cumulative exams.

**Weekly Preparation Assignment (WPA)** - Students will complete eleven (11) Weekly Preparation Assignments. Each WPA is comprised of questions that are collectively worth ten (10) points total. While response-lengths may vary, an effort must be made to provide a comprehensive answer.

WPAs will be evaluated on whether students have fully answered each question and will be scored as follows: ten (10) to nine (9) points for superior work, eight (8) points for excellent work, seven (7) points for fair work, and six (6) points for marginal work (see “Course Grade Guidance” below). WPAs containing unacceptable work will be marked with a zero (0). At the end of the course, each student’s ten (10) highest scored WPAs will count toward his/her WPA grade.

**WPAs are due every Sunday by 11:59pm (WyoCourses will close promptly).**

**NOTE: The first WPA (Origins of Inequality) will be due on Sunday, September 6.**

**Discussion Posts** - Students will complete at least eleven (11) Discussion Posts. Each Post is worth ten (10) points. Each week, students will be required to watch/listen/read a short video (< 20 minutes) pulled from archived or recent media footage, a PowerPoint lecture, or a short (1-10 pg.) scientific or news media article. Some weeks may contain a combination of media presentations. These materials will be available to students on Monday of each week. Following each video/article, I will post a question or statement in need of reflection. To earn full credit, students must clearly present their Posts with recently learned

material in mind. Discussion Posts are expected to be free of grammatical and spelling errors. At the end of the course, each student's ten (10) highest scored comments will count toward his/her Online Discussion grade.

**Discussion Posts will be due each Thursday by 11:59pm (WyoCourses will close promptly).**

All online discussions will be monitored for respect, diplomacy, and sociological/historical accuracy. Responses to posts will not receive a grade but are highly encouraged.

**Examinations** - There will be two (2) non-cumulative examinations and one (1) non-cumulative final examination. All exams will be conducted via WyoCourses. **Once started, exams must be completed within 2 hours.** Students will NOT have the opportunity to close and re-open an exam once it has been started. Furthermore, question format will include short answer and short essay. For essay questions, students should be concise, accurate, and demonstrate their knowledge and understanding of the material by incorporating the readings, lectures, films, and/or discussion posts into their responses. Each exam is worth 100 possible points. I retain the right to make Test 3 optional.

### ***MISSED ASSIGNMENTS/EXAMS***

Early exams are not available; late assignments and/or exams necessitate an Authorized Absence. Please review the Authorized Absence Policy (<http://www.uwyo.edu/dos/absences/>) in the Dean of Student's office. Late assignments/exams in an on-line course cause significant problems with scheduling, creation/redesign of a new/alternative test, and compromise the integrity of the course. Therefore, missing an exam is highly discouraged and should only occur when no other option exists. Late exams may be in a different format as determined by the instructor. Late assignments and/or exams must be completed within one (1) week of the scheduled assignment and/or exam to be eligible for credit. Arrangements for a make-up exam must be made directly with the instructor for this course.

### ***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. Below are broad comments that provide insight into the grading of written work in this course. Always remember that your job as a writer/communicator is to make your audience's task of understanding your message as effortless as possible!

- |                |  |
|----------------|--|
| <b>A Range</b> | <b>Superior Work.</b> Demonstrates superior ability to creatively and appropriately organize and express ideas. Provides a comprehensive and thoughtful response to all assigned questions/tasks. Lacks "distractions" that include problems with word use, sentence structure and punctuation.  |
| <b>B Range</b> | <b>Excellent Work.</b> Demonstrates a high level of organization and expression of ideas exceeding that which is found in "C" level work but is not as comprehensive, thoughtful, or is expressed as fully or that reaches the same level of quality as do those responses that warrant an "A" grade.  |
| <b>C Range</b> | <b>Fair Work.</b> Demonstrates moderate skill in organization and expression of ideas. Provides an acceptable response to all assigned questions/tasks but is not of the same quality as "B" level work since it lacks a comprehensive presentation, full or precise thought-development, or reflects issues with word use, sentence structure and/or punctuation. |

**D/F Range**     **Marginal & Unacceptable Work.** Demonstrates little to no ability to organize and express ideas in an understandable manner. Provides an incomplete response to some or all the assigned questions/tasks, may have substantial problems with thought-development, word use, sentence structure and/or punctuation. These responses fall below expectation.

**The grading scale is as follows:**

**A** = 100 - 90%

**B** = 89 - 80%

**C** = 79 - 70%

**D** = 69 - 60%

**F** = 59% and below.

Class Assignments	100 points
Discussion Posts	100 points
First exam	100 points
Second exam	100 points
<u>Final exam</u>	<u>100 points</u>
Total	500 points

***WYOCOURSES ENVIRONMENT***

By its very nature, sociology often involves personal and sensitive issues. Each student should behave in a professional manner befitting an intellectual environment. Disrespect, discourtesy and/or otherwise demeaning behaviors are inappropriate and will not be tolerated.

***ACCOMMODATIONS***

If you have a physical, sensory, cognitive, or psychological disability and require accommodations, please let me know as soon as possible. You will need to register with, and provide documentation of your disability to, Disability Support Services (DSS), 128 Knight Hall. You can reach them at: 307.766.3073 (also TTY).

***DIVERSITY AND NON-DISCRIMINATION***

The University of Wyoming values an educational environment that is diverse, equitable, and inclusive. The diversity that students and faculty bring to class, including age, country of origin, culture, disability, economic class, ethnicity, gender identity, immigration status, linguistic, political affiliation, race, religion, sexual orientation, veteran status, worldview, and other diversities are/will be valued, respected, and considered a resource for learning.

Civil discourse is an essential aspect of the search for and transmission of knowledge. Words and actions that promote and encourage self-worth, respect and dignity are consistent with the University's mission. Conversely,

words or actions that reflect prejudice, stereotypes and discrimination are antithetical to the mission of the University. Every effort, within the context and protection of the First Amendment, will be expended to eliminate such conduct from the campus community. Teaching students to live productively in a multicultural/multiethnic society is a process that must take place within a constructive and harmonious environment. It is the obligation of faculty, staff, students and the administration of the University of Wyoming to provide this environment.

### ***INSTRUCTIONAL PERSONNEL DUTY TO REPORT UNDER TITLE IX***

The University of Wyoming is committed to maintaining a respectful, safe, and non-threatening environment for its faculty, staff, students, contractors, and visitors and will address and resolve all complaints of sexual misconduct.

Title IX of the Education Amendments Act of 1972 protects individuals from discrimination based on sex in education programs or activities which receive federal financial assistance. 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 (EORR) of any allegation of sexual misconduct. Mandatory reporters at the University include every administrative officer, dean, director, department head, supervisor, and all instructional personnel.

Questions concerning Title IX should be referred to UW's Title IX Coordinator, Jim Osborn (307.766.5200 or [report-it@uwyo.edu](mailto:report-it@uwyo.edu)) or the U.S. Department of Education, Office for Civil Rights (<http://www2.ed.gov/about/offices/list/ocr/index.html>).

### ***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 serious matter. Cheating, plagiarism, and collusion are 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](http://www.uwyo.edu/generalcounsel/_files/docs/uw-reg-6-802.pdf)). Academic dishonesty may result in a failing grade for an assignment/exam or for the course.

### ***TIPS FOR SUCCESS***

This course is challenging and will require dedicated effort. To provide insight into successful scholarly behavior, here are some tips.

**Reading.** Students should actively read all assigned chapters and articles. There is a document posted on WyoCourses that explains active reading under the *Week 0: Introductions* module. I expect that students have read and are familiar with the assigned readings prior to submitting weekly WPAs or Discussion Posts.

**While on WyoCourses.** Students are expected to actively participate in both small and large group discussions. By actively and respectfully engaging in the learning process through expression of personal sociological perspectives and listening (reading) to the views of others, students will increase their understanding of the material.

**Time Management.** Students should prepare/study between six (6) and nine (9) hours each week to successfully complete this course. Students will also benefit from reviewing course material daily rather than waiting until just before an exam. Students who spend more time with the material increase their ability to retain information. When studying, students should draw on the readings, their notes, and our discussions.

**Additional Resources.** We here at the University want students to succeed - as such, there are resources dedicated toward this end (<http://www.uwyo.edu/studentaff/step/>). Students are encouraged to seek out those University resources (or others) that best fit their needs. A few of these resources include:

Counseling Center: [uccstaff@uwyo.edu](mailto:uccstaff@uwyo.edu), 766-2187, 766-8989 (after hours), 341 Knight Hall, [www.uwyo.edu/ucc](http://www.uwyo.edu/ucc)

Academic Affairs: 766-4286, 312 Old Main, [www.uwyo.edu/acadaffairs](http://www.uwyo.edu/acadaffairs)

Dean of Students: [dos@uwyo.edu](mailto:dos@uwyo.edu), 766-3296, 128 Knight Hall, [www.uwyo.edu/dos](http://www.uwyo.edu/dos)

UW Police: [uwpd@uwyo.edu](mailto:uwpd@uwyo.edu), 766-5179, 1426 E Flint St, [www.uwyo.edu/uwpd](http://www.uwyo.edu/uwpd)

## ***COURSE SCHEDULE***

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

**Aug. 24 - 28**

### **Introductions**

#### **Assignments due:**

Introductions [due 8/27] Thurs

**Aug. 31 - Sep. 4**

### **Introduction: Origins of Inequality**

How Our Skins Got Their Color (G1)

Drawing the Color Line (G2)

#### **Assignments due:**

Discussion Post [due 9/3] Thurs

WPA 1: Origins of Inequality [due 9/6] Sun

**Sep. 7 - 11**

### **Social Construction of Race**

Racial Formations (G3)

Defining Race and Ethnicity (G4)

#### **Assignments due:**

Discussion Post [due 9/10] Thurs

WPA 2: Social Construction of Race [due 9/13] Sun

**Sep. 14 - 18**

### **Immigration**

Asian American Panethnicity (G10)

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

#### **Assignments due:**

Discussion Post [due 9/17] Thurs

WPA 3: Immigration [due 9/20] Sun

Sep. 21 - 25

**American Ethnicity**

**NOTE: Reading materials necessary for WPAs will be in the WyoCourse module**

**Assignments due:**

Discussion Post [due 9/24] Thurs

WPA 4: American Ethnicity [due 9/27] Sun

Sep. 28 - Oct. 2

**Prejudice & Discrimination**

Race Prejudice as a Sense of Group Position (G15)

Discrimination and the American Creed (G17)

**Assignments due:**

Discussion Post [due 10/1] Thurs

WPA 5: Prejudice and Discrimination [due 10/4] Sun

**Oct. 5 - 9**

**EXAM 1: REVIEW AND TEST**

Oct. 12 - 16

**Inequality: Education**

Kozol, Jonathan. "Savage Inequalities." Gallagher 3<sup>rd</sup> 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*)

**Assignments due:**

Discussion Post [due 10/15] Thurs

WPA 6: Education [due 10/18] Sun

Oct. 19 - 23

**Inequality: Health**

Understanding Racial-Ethnic Disparities in Health: Sociological Contributions (G6)

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

**Assignments due:**

Discussion Post [due 10/22] Thurs

WPA 7: Health [due 10/25] Sun

Oct. 26 - 30

**Inequality: Crime**

The New Jim Crow (G27)

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

The Mark of a Criminal Record (G29)

**Assignments due:**

Discussion Post [due 10/29] Thurs

WPA 8: Crime [due 11/1] Sun

Nov. 2 - 6

**Inequality: Family**

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

**NOTE: End reading where "Intermarriage by Education Level" begins.**

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

**Assignments due:**

Discussion Post [due 11/5] Thurs

WPA 9: Family [due 11/8] Sun

**Nov. 9 - 13**

**EXAM 2: REVIEW AND TEST**

**Nov. 16 - 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)

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

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

**Assignments due:**

Discussion Post [due 11/19] Thurs

WPA 10: Native Americans [due 11/22] Sun

**Nov. 23 - 27**

**THANKSGIVING**

**Nov. 30 - Dec. 4**

**The Future of Race and Ethnicity (ONLINE)**

Color Blind Privilege (G12)

The Possibility of a New Racial Hierarchy (G14)

*Ethnic Options*, Chapter 7

**Assignments due:**

Discussion Post [due 12/3] Thurs

WPA 11: Future of Race and Ethnicity [due 12/4] Sun

**Dec. 14 - 18**

**FINAL EXAM TBA (ONLINE)**

# ***COVID – 19 NOTIFICATION***

## ***COVID-19 POLICIES***

During this pandemic, you must abide by all UW policies and public health rules put forward by the City of Laramie, the University of Wyoming and the State of Wyoming.

Wear face coverings when you are with others, stay the required physical distance apart from others, take required COVID tests for campus presence and travel, and report your health status in COVID app daily. For the health of our UW community, you should limit unnecessary personal travel.

As with other disruptive behaviors, we have the right to dismiss you from the classroom (Zoom and physical), or other class activities if you fail to abide by this policy.

## ***HYFLEX, ZOOM, and WYOCOURSES EXPECTATIONS***

I will do my best to make this course useful to you, and will respond to questions, concerns, and feedback as quickly as I am able.

## ***MY COMMITMENTS***

- Respond to questions within 24 hours,
- Provide timely and detailed feedback, and
- Respect you as a learner and an individual.

## ***YOUR COMMITMENTS***

- Abide by all COVID related policies and rules to promote the health and well-being of fellow students and your/my personal self-care,
- Give and receive feedback from me and your classmates respectfully and constructively in all interactions. This includes in Zoom chats, on WyoCourses boards, and within physical classroom spaces,
- Actively engage in civil discourse in a respectful manner. Limit your use of person-to-person Zoom chats, and always chat in all forums using professional language,
- Whenever you send class-related email or messages, please include a clear, specific subject line and use the body of the email or message to explain the purpose for the email and any attached materials. Conduct yourself professionally,
- You must meet all assignment deadlines and interact with all required course material/s throughout the week, and
- Ask for help if/when you need it.