



Race and Ethnic Relations

Sociology 2350 (3 credit hours)

Spring 2019

Professor: Curtis R. Blakely, Ph.D.
Office Hours: 4 - 8pm (Monday thru Saturday) and by appointment
Email: curt.blakely@uwyo.edu

“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.

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 social psychological issues such as prejudice, and social structural issues that include 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, the student will have:

- developed an understanding of how concepts about race have emerged and continue to do so,
- explored the dynamics of ethnicity and immigration within 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.

Books:

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

ONLINE PLATFORM

Students will need to be familiar with our course webpage on WyoCourses (<http://www.uwyo.edu/wyocourses/>). This platform houses the syllabus, assignments, discussion post, exams and your scores. 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 are required to meet the following requirements: 12 pt. Times New Roman font, 1-inch margins, and “Normal” style. Writing assignments must be of the specified length. If citations are used, they may be in APA or MLA format (or any format if 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 three questions worth ten (10) points total. Each response should be approximately one paragraph, between 10 and 15 sentences.

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, February 10.

Discussion Posts - Students will complete 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 sociological reflection. In order to earn full credit, students must clearly present their Posts with

recently learned material in mind. Discussion Posts should be between 5 and 10 sentences long and 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. All exams will contain three (3) to five (5) short answer questions and one (1) essay question. Each exam is worth 100 points total. Point allocation will be forty (40) for the essay question; if three (3) short answers, each will be worth twenty (20); if four (4) short answers, each will be worth fifteen (15), if five (5) short answers, each will be worth twelve (12).

Online exams (via WyoCourses): March 11 - 15; April 22 - 26; May 13 - 17.

EXTRA CREDIT

Students may have the opportunity to complete an extra credit assignment. If the student's response to this prompt is completed at a satisfactory level, the student will receive 10 (ten) extra credit points. This assignment is optional and will be announced later.

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!

A Range	Superior Work. Demonstrates superior ability to creatively and appropriately organize and express ideas. Provides a comprehensive and thoughtful response to all assigned questions. Lacks "distractions" that include problems with word use, sentence structure and punctuation.
----------------	---

- B Range** **Excellent Work.** Demonstrates a high level of organization and expression of ideas that exceed that which is found in “C” level work but is not as comprehensive, thoughtful, or expressed as fully or that reaches the same level of quality as do those responses that warrant an “A” grade.
- C Range** **Fair Work.** Demonstrates moderate skill in organization and expression of ideas. Provides an acceptable response to all assigned questions but is not of the same quality as “B” level work since it lacks a comprehensive presentation, lacks 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, 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 - 93%, A- = 92 - 90%
- B+ = 89 - 87%, B = 86 - 83%, B- = 82 - 80%
- C+ = 79 - 77%, C = 76 - 73%, C- = 72 - 70%
- D+ = 69 - 67%, D = 66 - 60%
- F = 59% and below.

Weekly Preparation 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.

DISTRACTIONS

It is the responsibility of each student to maintain behavior that is appropriate for the intellectual environment of the online class. It is also the responsibility of the student to complete all readings, assignments and online comments prior to their due dates.

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 social and cultural diversity is 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 the 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) 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 in dishonest activities 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). Academic dishonesty may result in a failing grade for an assignment/exam or for the course.

EMAIL ETIQUETTE

Email is a form of communication that should avoid an informal, texting-like style or tone. Students should check their University email daily as it is the only way I am able to communicate with you. I will promptly reply to student queries.

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 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 the course material on a consistent basis, rather than waiting until just before exam time. Students who spend more time with the material increase their ability to retain information. I recommend that students develop a schedule where they review the material for this course daily. When studying, students should draw on the readings, their notes, and discussion.

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.

COURSE SCHEDULE

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

Jan. 28 - Feb. 1

Introductions

Assignments due:

Introductions [due 1/31] Thurs

Feb. 4 - Feb. 8

Introduction: Origins of Inequality

How Our Skins Got Their Color (G1)

Drawing the Color Line (G2)

Assignments due:

Discussion Post [due 2/7] Thurs

WPA 1: Origins of Inequality [due 2/10] Sun

Feb. 11 - 15

Social Construction of Race

Racial Formations (G3)

Defining Race and Ethnicity (G4)

Assignments due:

Discussion Post [due 2/14] Thurs

WPA 2: Social Construction of Race [due 2/17] Sun

Feb. 18 - 22

Immigration

Asian American Panethnicity (G10)

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

Assignments due:

Discussion Post [due 2/21] Thurs

WPA 3: Immigration [due 2/24] Sun

Feb. 25 - Mar. 1

American Ethnicity

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

Assignments due:

Discussion Post [due 2/28] Thurs

WPA 4: American Ethnicity [due 3/3] Sun

Mar. 4 - 8

Prejudice & Discrimination

Race Prejudice as a Sense of Group Position (G15)

Discrimination and the American Creed (G17)

Assignments due:

Discussion Post [due 3/7] Thurs

WPA 5: Prejudice and Discrimination [due 3/10] Sun

March 11 - 15

FIRST EXAM

March 18 - 22

SPRING BREAK: No Material

March 25 - 29

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*)

Assignments due:

Discussion Post [due 3/28] Thurs

WPA 6: Education [due 3/31] Sun

Apr. 1 – 5

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 4/4] Thurs

WPA 7: Health [due 4/7] Sun

Apr. 8 - 12

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 4/11] Thurs

WPA 8: Crime [due 4/14] Sun

Apr. 15 - 19

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 4/18] Thurs

WPA 9: Family [due 4/21] Sun

April 22 - 26

SECOND EXAM

Apr. 29 - May 3

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 5/2] Thurs

WPA 10: Native Americans [due 5/5] Sun

May 6 - 10

The Future of Race and Ethnicity

Color Blind Privilege (G12)

The Possibility of a New Racial Hierarchy (G14)

Ethnic Options, Chapter 7

Assignments due:

Discussion Post [due 5/9] Thurs

WPA 11: Future of Race and Ethnicity [due 5/12] Sun

May 13 - 17

FINAL EXAM