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|  | Race and Ethnic RelationsS o c i o l o g y 235 0 (3 c re d i t h o u r s) Spring 2020 **--** Ag. Bldg., Rm. 218 (MWF 1:10 - 2 pm) |

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*Office*: Arts and Sciences - 204

*Office Hours*: 11 - 1 pm (Monday and Wednesday) 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.

### 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.

The most effective way to increase our understanding of race and ethnicity is to approach our analyses from a broad sociological perspective. It is important, therefore, that you demonstrate a mastery of this material as evidenced in your ability to think in a critical fashion. It is also necessary that you communicate this mastery in all forms of communication. A mastery of course material is essential for success in your educational and professional careers.

### 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***.**

5th Edition. Boston, MA: McGraw-Hill. ISBN: 9780078026638.

### 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. When citations are used, they may be in APA or MLA format (or any format if consistency is maintained).

### COURSE REQUIREMENTS

Preparation for and participation in class is important for student progress. Students are expected to attend, be on time, and be prepared for class.

Attendance will be taken randomly via a student sign-in sheet. We will ascribe to the university policy pertaining to attendance. If a student’s attendance becomes problematic, he/she will be notified. If that does not remedy the situation, notifications will be sent to the Department Chair and the student’s academic advisor. Generally, an absence is not excused unless it is related to a legitimate health issue, is military/work related, is due to a school sponsored activity, is family related, or is death related (documentation may be requested). If a student “signs in” then leaves before the class ends, he/she may be considered absent (unless previous permission is obtained).

There will be three tests. Tests will be comprised of short answer, fill-in the blank and essay questions. A review session (to prepare students for the exam) will be held during the class meeting preceding each exam. Tests will be based largely on lecture/class discussion. The first exam is worth 150 points, with the two remaining exams being worth 250 points each. The total number of points possible via tests is 650 points (65% of your grade). Once an exam is graded, it will be returned for student review during the next class meeting. Makeup exams will not be given unless previous permission is obtained, or an emergency exists. I reserve the right to make Test 3 optional.

There will be 2 graded assignments, each worth 50 pts, for a total of 100 points or 10% of your grade.

There will be a writing project that will account for the remaining 250 points or 25% of your grade. This will consist of a paper that will be 4-6 pages in length.

The total possible number of points a student can earn in this course is 1000 (650 points via tests, 100 points via assignments and 250 points via term paper). Of course, the total points potentially earned via exams may change if Test 3 becomes optional.

## I reserve the right to modify any/all course requirements provided students are given notification of any/all changes. If/when appropriate, students will be involved in all decisions regarding changes to this syllabus and/or the requirements outlined herein.

### 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! (These are provided predominately for the online version of this course).

**A Range Superior Work**. Demonstrates an exceptional ability to appropriately organize and express ideas. Provides a comprehensive and thoughtful response to all assigned questions. Lacks “distractions/noise” including 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 consistent 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 consistent and substantial problems with thought-development, word use, sentence structure and/or punctuation. These responses fall below expectation.

**The grading scale is as follows:**

# A = 90 - 100%

B = 80 - 89%

C = 70 - 79%

D = 60 - 69%

F = 59% and below.

Assignment 1 50 points Assignment 2 50 points

First Exam 150 points

Second Exam 250 points

Final Exam 250 points

Term Paper 250 points

**Total 1000 points**

### ACCOMMODATIONS

If you have a physical, sensory, cognitive, or psychological disability and require accommodations, please let me know as soon as possible. I highly recommend that you register with and provide documentation of your disability to Disability Support Services (DSS), 128 Knight Hall. You can also 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 diversities are 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).](http://www2.ed.gov/about/offices/list/ocr/index.html%29)

### 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/).](http://www.uwyo.edu/dos/conduct/%29) Specific information regarding Academic Honesty is available at the Dean of Students Office website ([http://www.uwyo.edu/dos/)](http://www.uwyo.edu/dos/%29) 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%29) Academic dishonesty may result in a failing grade for an assignment/exam or for the course.

### EMAIL

**Students should check their University email daily as it is my preferred way to communicate.**

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.

**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/).](http://www.uwyo.edu/studentaff/step/%29) Students are encouraged to seek out those University resources (or others) that best fit their needs.

***MY ROLE/HISTORY***

My role in this course is to serve as a discussion-facilitator (this is not a lecture-based course). In this capacity, **I will take unpopular and politically incorrect positions intended to force students to explore their own beliefs and form opinions/views that are based upon fact and not emotion or erroneous stereotypes – in essence, I will often play the Devil’s Advocate. The positions that I take are for educational purposes and are not necessarily my own – so please do not get angry!**

I have purposely lived in regions that are racially/ethnically diverse. For example, I worked in the southwest in areas that were predominately Hispanic. Likewise, I similarly lived in the deep south where I was a racial minority. In each of these examples, I was able to learn a great deal about the challenges faced by others regarding employment, poverty, substance use, education, adjudication, and healthcare, etc.

### COURSE SCHEDULE

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

**Week 1**

**January 27 - 31 Introduction: Origins of Inequality**

How Our Skins Got Their Color (G1) Drawing the Color Line (G2)

# Discussion/Lecture

**Week 2**

## Feb. 3 - 7 Social Construction of Race

Racial Formations (G3)

Defining Race and Ethnicity (G4)

# Discussion/Lecture

**Week 3**

## Feb. 10 - 14 Immigration

Asian American Panethnicity (G10)

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

# Discussion/Lecture

## Week 4

## Feb. 17 - 21 American Ethnicity

Waters - Intro and Chapters 2, 3, & 5 (WyoCourses page)

# Discussion/Lecture

**Week 5**

## Feb. 24 - 28 Prejudice & Discrimination

Race Prejudice as a Sense of Group Position (G15) Discrimination and the American Creed (G17)

# Discussion/Lecture

**Week 6**

## March 2 - 6 FIRST EXAM

## Week 7

**March 9 - 13 Inequality: Education**

Kozol, Jonathan. “Savage Inequalities.” Gallagher 3rd Edition: Reading #24, pp. 280 - 90. (*WyoCourses page*)

Steele, Claude M. 1999. “Thin Ice: Stereotype Threat and Black College Students.” *The Atlantic* 284 (2 August):44 - 7; 50 - 4. (*WyoCourses page*)

# Discussion/Lecture

## Week 8

## Mar. 16 - 20 Spring Break

## Week 9

## March 23 - 27 Inequality: Health

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

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

# Discussion/Lecture

**Week 10**

## Mar. 30 - April 3 Inequality: Crime

The New Jim Crow (G27)

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

The Mark of a Criminal Record (G29)

# Discussion/Lecture

**Week 11**

## April 6 - 10 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 page)*

*Ethnic Options*, Chapter 4, pp. 102 – 114 *(WyoCourses page)*

# Discussion/Lecture

## Week 12

## April 13 - 17 SECOND EXAM

**Week 13**

**April 20 - 24 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 page*)

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

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

# Discussion/Lecture

**Week 14**

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| **April 27 - May 1**  | **The Future of Race and Ethnicity** |  |
|  | Color Blind Privilege (G12) |
|  | The Possibility of a New Racial Hierarchy (G14) |
|  | Discussion/Lecture |
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**Week 15**

## May 4 - 8 THIRD EXAM (TBA – POSSIBLY OPTIONAL)