

**Race and Ethnic Relations (SOCK 303)**

Summer 2016

Jun 06, 2016 - Aug 12, 2016

**Instructo**r: Anastacia Schulhoff, PhD Candidate

**Class Location:** Online

**Virtual Office Hours**: By appointment

**Email**: aschulhoff@tamuct.edu

**Catalog Course Description**:

This course **i**ncludes an analysis of relations between dominant groups and minority groups that make up American society. Theories of race relations and prejudice, the meaning of racial differences, group conflict, and modes of accommodation are emphasized.

**Course Objectives:**

1. Understand why we attach meaning to race and ethnicity, including the sociohistoric constructions of race and ethnicity and contemporary socioeconomic trends.
2. Understand how the idea of race changes over time and place.
3. Understand the history and development of race relations in America.
4. Understand the sociological concepts and theories of race and ethnic relations.

**Accessing Blackboard**:

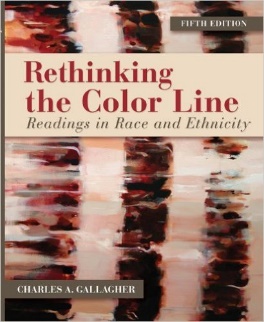
This course is 100% online course and uses TAMUCT Blackboard learn system (https://tamuct.blackboard.com). Blackboard is where you will find 100% of the information related to this course, including discussions, quizzes and exams. Monitor BB for announcements every day, not just on the days things are due/assigned, since due dates may change due to unforeseen circumstances (ex: network outage).

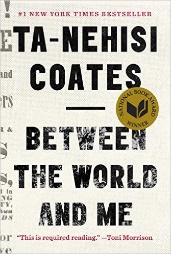
**Contacting Your Instructor:**

The best way to contact me is through email (aschulhoff@tamuct.edu). I check my email every day during the week and on the weekends, as well. Allow 24 hours for a response.

**Required Reading Materials:**

* Gallagher, C. 2012. ***Rethinking the Color Line: Readings in Race and Ethnicity***, Fifth Edition McGraw-Hill Higher Education. ISBN-13: 978-0078026638 ISBN-10: 0078026636



* Coates, T. 2015. ***Between the World and Me***. Spiegel & Grau. 
* Other materials listed on the syllabus will be available on Blackboard in the Weekly Units Tab in our Blackboard course site.

**Course requirements:**

Below is a description of the six main activities for this online course. They include (1) reading assignments, (2) weekly critical thinking journal reflections, (3) discussion board postings and participation, (4) online quizzes, (5) one final paper, and (6) one final exam.

1. **Reading assignments and other materials:** Readings from the textbook are listed in the course schedule below. Students should complete the weekly readings before attempting to take a quiz or replying to a discussion board thread.

I may also provide you with links to news articles or video clips in the weekly folders. Quizzes and your final exam may include questions on any of the readings, supplemental videos, and news articles.

1. **Part 1 - Critical thinking journal reflections**: Students are required to maintain a journal which reflects their growing confidence and independence, knowledge and understanding, skills and strategies, use of prior and emerging experience, and critical reflection/thinking in and about Race and Ethnicity. The journal must be updated weekly, starting the second week of class for a **total of eight journal entries**.



Students can use a variety of strategies to reflect their growing understanding of the subject matter. Several suggestions are listed below:

* Create a portfolio of “cultural artifacts” (e.g. pictures of signs/billboards, YouTube videos, videos of commercials or links to TV shows, etc.) which relate to sociology of race and ethnicity with that particular topic of the week that is being covered in the readings;
* Maintain an annotated bibliography of peer reviewed literature in the sociology of race and ethnicity;
* Explore forms of art, music, poetry, etc. as they relate to sociology race and ethnicity; make sure to note how these items relate to the class readings for that particular topic/week;
* Describe your own thoughts, perceptions, and feelings related to the course weekly reading, activities, lectures, and films;
* Write your own stories/music/poetry that have relevant to race and ethnicity; Describe events in your life (or others’ lives) as they relate to the sociology of race and ethnicity.

**Each of the following MUST BE ADDRESSED in each entry:**

1. Summarize what it is. Describe it. What are you addressing, describing, etc.?

2. Why did you choose this (cultural artifact, song, video, story, article, etc.) as a reflection of your learning process?

3. How does this relate to what we already know about race and ethnicity?

4. Is it telling us something new that can be related to the sociology of race and ethnicity? If so, what? If not, why is it important?

This assignment will be peer-reviewed toward the end of the semester. **Total possible points for this assignment is 50 points. All entries are due by August 6th at 5pm CST.**

**Part 2 - Peer Reviewing:** Using a grading rubric, the instructor will provide you with instructions as to how to assess the journals of your fellow classmates through a peer review process. Students will be divided into groups of 5 and each group will assess 4 other students’ journal work. Peer review groups will work as follows: students will be assigned to peer review groups after the “last day to drop/add” course date. They will remain with their group for the remainder of the semester. **Total possible points for this assignment is 50 points. Your review of your classmates’ journals are due to my email inbox by August 10th at 5pm CST.**

1. **Discussion Boards:** Each weekly unit contains a discussion board question. You can locate the “discussion board” by clicking on the tab entitled “discussion board” on the main page of our blackboard site. Your original post addressing the weekly discussion question should be made no later than ***5pm (CST) each Wednesday***. Final postings commenting upon the initial discussion board response of your peers and answering anybody who posted to your initial response should be made no later than ***5pm (CST) each Saturday*** -- late postings will not be given credit. Discussion board responses are evaluated on thoroughness, ability to think critically about the subject matter, and your ability to demonstrate “real life” connections to the course material. Glib and non-critical discussion board responses will not receive credit. Thus, if you are flippant with your comments, you will receive a zero-point value for that week’s discussion. Discussion board participation is mandatory. Your weekly postings will be assessed by the following guidelines and, as you can see, this **rubric heavily assesses the *quality* of your postings**.

|  |  |
| --- | --- |
| **Weekly Discussion Posting Grading Criteria (Rubric)** | **Weekly Point Value = 10** |
| ***Meaningful and New Ideas:*** Ideas examine the topic from new perspective that contributes to the group understanding of topic | 3 |
| ***Message Coherence:*** Messages explain issues, effectively questions, or meaningfully elaborates on the topic by using course material. | 3 |
| ***Relevance of Replies to those who Responded to Initial Post:*** Responds to the people who are engaging with your ideas via your initial post. | 2 |
| ***Relevance of Replies to Other Messages:*** Responses elaborates, contradicts, modifies, or explains the original message. | 2 |

Students will participate on our course discussion board for 10 of the 10 weeks. There are 100 points total for the discussion board posts.

1. The *initial, primary response* should reflect familiarity with the readings, and should answer the question as completely and thoughtfully as possible. Responses must demonstrate substance beyond the student’s agreement with a statement or the mere expression of opinions. **The student should support his/her responses in some way with references to the assigned readings or data from another reputable source.**

**\*\*A note on quotations:** Discussion posts should be in your own words. You can assume everyone has done the readings, so there is no need to re-state large portions of the reading material in your posts. **Please use quotations sparingly, i.e., only to orient one another to specific, brief passages in the readings (with page numbers cited in parentheses)**. **Posts that include mostly quotations or lengthy quotations will not receive any credit.** This ill-advised practice merely adds clutter to the discussion process and is inappropriate for our purposes.

B. Additional Secondary Response

After another student has made his/her own initial response, the student must make *a secondary response to what another student wrote*. **Do not be eager to post your secondary response. Wait to respond to a post that appears inadequate in some way.** This secondary response need not be a half page in length, but it should entail at least a couple of sentences or more. This secondary response should be substantive, **and you should attempt to support your response in some way from the readings.** *Your response is primarily concerned with whether the student responded adequately to my original post*. Simply stating that you agree with someone is unacceptable: you must provide some reasons for this agreement. Remember that **your primary task is not to agree or disagree, but to analyze another’s post in a thoughtful, critical (and respectful) way.**

C. My Responses: Instructor Schulhoff will frequently respond to selected posts and threads. It is the student’s responsibility to read her responses to these posts. Sometimes inaccurate information is presented by students that should be corrected, and the purpose of instructor replies is to alert the class to such information. Your instructor’s intent is to make sure the concept has been covered adequately, not to engage in a debate on the topic.

D. Netiquette: All students are expected to follow rules of common courtesy in all messages and threaded discussions. Students may refer to the Student Handbook (located under Student Affairs/Student Conduct on the Texas A&M University-Central Texas website) for further information along these lines. Please also see the note on appropriate communication located in the “Syllabus & Course Requirements” folder on Blackboard. **Inappropriate or offensive messages or remarks may result in expulsion from the course.**

1. **Online Quizzes:** You will have weekly quizzes covering lectures and readings for the week. You will need to complete the quizzes using the course website on Blackboard and you can locate the quizzes in the “Weekly Unit” tab under the section entitled “Quiz #.” **Each Saturday, at 12pm Central Standard Time (CST), quizzes will become available to you.** **You must complete the quiz by 5pm CST the following Saturday**. If you fail to complete your quiz by that time, you will receive a “0”. There are no makeup quizzes. Quizzes are worth 10 points each for a total of 100 points and will cover the readings and other material assigned for the same week.

Note:Questions from the quizzes will help you prepare for the final exam because certain questions will reappear on the final. You can print out or save your weekly quiz results and use that information to help you study for the final exam.

1. **“Between the World and Me” Paper:** Your final/only paper is due **August 1st at 5pm CST** via upload to ‘turnitin’ on Blackboard. The paper will be a reflexive essay (4-6 pages in length) that asks you to make connections between your personal identity/experiences and the structures/themes/concepts presented in the course and, in particular, the book “Between the World and Me.” More detailed instructions will be posted to Blackboard. Final paper is worth 100 points.
2. **Final Exam:** There will be one final exam that covers readings, discussion boards, and any other supplemental material we engaged with during the semester. You can expect the format to be a combination of multiple choice, matching, and short essay questions. This exam will be available August 11th at midnight until 11:59 pm CST. Once you open the exam you cannot close it or return to it later. You will need to complete the exam one it is opened, so be prepared to take the 1 hour 45 minute 50 question exam. Final exam is worth 100 points.

**Summary of assignments:**

Below you will find a chart of all of the assignments for this course. Each assignment is linked to a particular course objective and learning outcome.

|  |  |  |  |
| --- | --- | --- | --- |
| **Assignment** | **Objectives related to assignment** |  | **Due date** |
| 1. Weekly Discussion Board | Course Objectives 1,2,3 |  | Every Wednesday [1st post] & Saturday [2nd post] by 5pm CST \* |
| 2. Weekly Quizzes | Course Objectives 2,3 |  | No later than 5pm CST every Saturday\*\* |
| 3. Between the World and Me | Course Objectives 1,2,3 |  | Aug 1st (5pm CST) via “Turnitin” in Blackboard |
| 4. Journal | Course Objectives 1,2,3 |  | Aug 6th (5pm CST) all entries due by posting them in your small group journal discussion board assigned area. |
| 5. Peer Review of Journal Entries | Course Objectives 1,3 |  | Aug 10 (5pm CST) |
| 6. Cumulative Final Exam | Course Objectives 1,2,3 |  | Aug 11 (open until 11:59 pm CST) |

\*I will post new discussion board questions every Sunday at 12pm.

\*\*Quizzes open every Sunday at 12pm, so you have from Sunday to Saturday to take the weekly quizzes. Once opened you cannot close the quiz or test and come back to it later. It must be taken at the same time it is opened. You will have 10 minutes to answer 10 questions so it is advisable to read the material before attempting the quiz.

**EVALUATION OF LEARNING:**

Students will be evaluated through their participation in weekly discussion boards, weekly quizzes, one final exam, a neighborhood research paper, six journal entries, and a peer review of your classmates’ journals. Final Grades: Points are earned in the following ways and will be totaled at the end of the class based on the following scale.



Discussion Board Weekly Postings 100 points

Weekly Quizzes 100 points

“Between the World and Me” Final Paper 100 points

Journal (8 entries) 50 points

Journal Entry Peer Review 50 points

Cumulative Final Exam 100 points

TOTAL 500 points

**Grading Scale:** 98-100% A+ 490 points

93-97% A 465 points

90-92% A- 450 points

87-89% B+ 435 points

83-86% B 415 points

80-82% B- 400 points

77-79% C+ 385 points

73-76% C 365 points

70-72% C- 350 points

67-69% D+ 335 points

63-66% D 315 points

60-62% D- 300 points

59% and under F 0-299 points

**COURSE SCHEDULE**

Numbered chapters (Ch.) are from your course reader, *Rethinking the Color Line*.

|  |  |  |  |  |  |
| --- | --- | --- | --- | --- | --- |
| **Week** | **Day** | **Topics** | **Readings: Chapter** | **Discussion and Journal Entry** | **Quiz** |
| 1 Constructing Differences I | Jun 6  Jun 11 | Intro to Race &  Ethnicity | Ch. 1, 2, 3, 4, 5 | 1 | Q1 |
| 2 | Jun 12  Jun 18 | Race & Ethnicity cont’d | Ch. 6, 7, 8, 9 | 2 | Q2 |
| 3 | Jun 19  Jun 25 | Beyond black and white | Ch. 10, 11, 12, 13, 14 | 3 | Q3 |
| 4 Maintaining inequality II | Jun 26  July 2 | Prejudice | Ch. 15, 16, 17, 18, 19, 20, | 4 | Q4 |
| 5 | July 3  July 9 | Space and Racism | Ch. 21, 22, 23, 24, 25 | 5 | Q5 |
| 6 | July 10  July 16 | Race & Criminal Justice | Ch. 26, 27, 28, 29, 30 | 6 | Q6 |
| 7 Experiencing difference III | July 17  July 23 | Race & Workplace | Ch. 31, 32, 33, 34, 35, | 7 | Q7 |
| 8 | July 24  July 30 | Media & Stereotypes | Ch. 36, 37,38, 39, 40  Finish reading “Between the World and Me” | 8 | Q8 |
| 9 | July 31  Aug 6 | Race and Immigration & Social Change | Ch. 41, 42, 43, 44, 45, 46, 47, 48, 49, 50  Between the World and Me Final Paper Due Aug. 1st at 5pm CST via ‘turnitin” in Blackboard  AND Aug 6th (5pm CST) all journal entries are due | 9 | Q9 |
| 10 | Aug 7  Aug 12 | **FINAL EXAM** opens on August 11th at midnight and closes at 11:59 pm CST | Peer Review of Journals due to instructor’s email inbox by Aug 10th at 5pm CST | 10 | Q10 |

**Makeup policy**

This is a 100% online course. You are responsible for managing your time to make sure you complete all assignments on time. \*\***There are no make-ups for discussion posts or quizzes.**\*\* A student may only make up an exam if there is illness, injury, or another *documented* excuse. If a student misses an exam due to illness, injury, something out of their control they must 1. Provide documentation (doctor’s note, police report, etc), 2. Must notify me as soon as possible of intent to take a make-up exam, and 3. Prepare to take the make-up exam within 1 week of the excused absence, if possible. Students who miss an exam with no excused absence will receive a zero on the exam. If the student foresees that s/he will be unable to complete the course, then s/he should drop the course or accept the posted grade.

**Grade Discrepancy**

Policy for Challenging Grades

If you think that one of your assignments has been graded incorrectly, you have the right to challenge that grade. The procedure is as follows:

Carefully review the grade that you received and the reason for that grade. If you continue to think that your grade may has been reached in error:

1. Type a 1-2 page paper titled “Assignment (# or title) Grade Discrepancy.” The paper should include the reasons that you think the assignment grade is not accurate. Be specific in your reasons about why this issue should be addressed and the reasons you think there is not a correct grade reflected. You must have specific, logical, and well thought out proof that addresses your specific concerns for it to be valid.
2. After you have written your claim, I would be more than happy to discuss and review any grade concerns. Please make an appointment to the email address [aschulhoff@tamuct.edu](mailto:aschulhoff@tamuct.edu) and attach your claim via a word document.

No grade will be changed unless you have demonstrated a valid claim and have gone through this procedure.

**Drop Policy**

If the student wishes to drop this class, s/he must go to the Records Office and ask for the necessary paperwork. **Professors cannot drop a student from a class roll; this is always the responsibility of the student.** The Records Office will provide a deadline date for which the form must be returned, completely signed by the student. Once the student has returned the signed form to the Records Office, she must wait 24 hours and then enter Duck Trax to confirm that she is no longer enrolled in the class. If the student is still enrolled, she must contact the Records Office immediately. The student should attend class until the procedure is completed, in order to avoid penalty for absences. Should the student miss the deadline or fail to follow the procedure, she will receive a grade of F for the course.

**Academic Honesty**

Texas A&M University - Central Texas expects all students to maintain high standards of personal and scholarly conduct. Students guilty of academic dishonestly are subject to disciplinary action. Academic dishonesty includes, but is not limited to, cheating on an examination or other academic work, plagiarism, collusion, and the abuse of resource materials. The faculty member is responsible for initiating action for each case of academic dishonestly. More information can be found at [www.ct.tamus.edu/StudentConduct](http://www.ct.tamus.edu/StudentConduct).

**Disability Support**

Texas A&M University – Central Texas complies with Section 504 of the Rehabilitation Act of 1973 and the Americans with Disabilities Act of 1990. TAMUCT promotes the use of the Principles of Universal Design to ensure that course design and activities are accessible to the greatest extent possible. Students who require reasonable accommodations based on the impact of a disability should contact Gail Johnson, Disability Support Coordinator at (254) 501-5831 in Student Affairs, Office 114E. The Disability Support Coordinator is responsible for reviewing documentation provided by students requesting accommodations, determining eligibility for accommodations, helping students request and use accommodations, and coordinating accommodations.

**Tutoring**

TAMUCT offers its students tutoring, both on-campus and online. Subjects tutored include Accounting, Finance, Statistics, Mathematics, and Writing (MLA and APA). For hours, or if you're interested in becoming a tutor, contact Academic Support Programs at 254-519-5496 or by emailing [gnichols@ct.tamus.edu](mailto:gnichols@ct.tamus.edu).Tutor.com is an online tutoring platform that enables TAMU-CT students to log-in and receive FREE online tutoring and writing support. This tool provides tutoring in Mathematics, Writing, Career Writing, Chemistry, Physics, Biology, Spanish, Calculus, and Statistics. Chat live with a tutor 24/7 for any subject on your computer To access Tutor.com, click on [www.tutor.com/tamuct](http://www.tutor.com/tamuct).

**The University Writing Center**

The University Writing Center (UWC) at Texas A&M University-Central Texas is a free workspace open to all TAMUCT students. The UWC is located in 416 Warrior Hall. The Center is open 11am-6pm Monday-Thursday during the spring semester. Students may work independently in the UWC by checking out a laptop that runs Microsoft Office suite and connects to WIFI, or by consulting our resources on writing, including all of the relevant style guides. Students may also arrange a one-on-one session with a trained and experienced writing tutor. Tutorials can be arranged by visiting the UWC. Tutors are prepared to help writers of all levels and abilities at any stage of the writing process. Sessions typically last between 20-30 minutes. While tutors will not write, edit, or grade papers, they will help students develop more effective invention and revision strategies.

**UNILERT**

Emergency Warning System for Texas A&M University – Central Texas  
  
UNILERT is an emergency notification service that gives Texas A&M University-Central Texas the ability to communicate health and safety emergency information quickly via email, text message, and social media. All students are automatically enrolled in UNILERT through their myCT email account.  Connect at [www.TAMUCT.edu/UNILERT](http://www.TAMUCT.edu/UNILERT) to change where you receive your alerts or to opt out.  By staying enrolled in UNILERT, university officials can quickly pass on safety-related information, regardless of your location.

**Technology Requirements**

This course will use the TAMUCT Blackboard Learn learning management system for class communications, content distribution, and assessments.

* Logon to [**https://tamuct.blackboard.com**](https://tamuct.blackboard.com) to access the course.
* Username: Your MyCT username (xx123 or everything before the "@" in your MyCT e-mail address)
* Initial password: Your MyCT password

**For this course, you will need reliable and frequent access to a computer and to the Internet**. You will also need a headset with a microphone or speakers and a microphone to be able to listen to online resources and conduct other activities in the course. If you do not have frequent and reliable access to a computer with Internet connection, please consider dropping this course or contact me (aschulhoff@tamuct.edu) to discuss your situation.

Blackboard supports the most common operating systems:

PC: Windows 8, Windows 7, Windows Vista

Mac: Mac OS X 10.9 (Mavericks), 10.8 (Mountain Lion), and 10.7 (Lion)

NOTE: **Computers using Windows XP, Windows 8 RT and OS X 10.6 or lower are NO longer supported**

Check browser and computer compatibility by following the “Browser Check” link on the TAMUCT Blackboard logon page. (https://tamuct.blackboard.com) This is a CRITICAL step as these settings are important for when you take an exam or submit an assignment.

Upon logging on to Blackboard Learn, you will see a link to Blackboard Student Orientation under My Courses tab. Click on that link and study the materials in this orientation course. The new Blackboard is a brand-new interface and you will have to come up to speed with it really quickly. This orientation course will help you get there. There is also a link to Blackboard Help from inside the course on the left-hand menu bar. The first week of the course includes activities and assignments that will help you get up to speed with navigation, sending and receiving messages and discussion posts, and submitting an assignment. Your ability to function within the Blackboard system will facilitate your success in this course.

***Technology issues are not an excuse for missing a course requirement – make sure your computer is configured correctly and address issues well in advance of deadlines.***

**Technology Support**

For technology issues, students should contact Help Desk Central. 24 hours a day, 7 days a week: Email: [helpdesk@tamu.edu](mailto:helpdesk@tamu.edu), Phone: (254) 519-5466, Web Chat: <http://hdc.tamu.edu>

*When calling for support please let your support technician know you are a TAMUCT student.*

**Internet Resources on Race and Ethnicity**

http://raceandgenomics.ssrc.org/

http://www.racesci.org/

http://www.ushmm.org/museum/exhibit/online/deadlymedicine/

http://hitchcock.itc.virginia.edu/Slavery/index.php

http://www.inmotionaame.org/home.cfm?bhcp=1

http://immigrants.harpweek.com/

http://www.apsanet.org/~rep/

<http://nytimes.com/library/national/race/>

**The Instructor reserves the right to change the syllabus based upon student interest and current events.**