

SYLLABUS
Race and Ethnicity (SOCI 3303, Fall 2020)
Online

Dr. Jennifer A. Schlosser, PhD

Instructor: Dr. Schlosser

Office Hours: via email

Email: jennifer.schlosser@tamuct.edu

Texts: Emerson, Bratter, and Chávez. (2016) *Unmaking Race and Ethnicity: A Reader*, Oxford University Press ISBN: 9780190202712
(REQUIRED)

Reiman, J. & Leighton, P. (1979) *The Rich Get Richer and the Poor Get Prison: Ideology, Class, and Criminal Justice* (9th ed.)
(RECOMMENDED)

Course Description and Objectives:

This course includes 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. In this course students will:

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

Mode of instruction and course access:

- . This course is 100% online and uses the A&M-Central Texas Canvas Learning Management System [<https://tamuct.instructure.com>]. CANVAS is where you will find 100% of the information related to this course, including discussions, quizzes, and exams. Monitor CANVAS for announcements every day, not just on the days things are due/assigned, since due dates occasionally may change due to unforeseen circumstances (ex: network outage).
- . **Technology Requirements.** This course will use the A&M-Central Texas Instructure Canvas learning management system. Logon to A&M-Central Texas Canvas [<https://tamuct.instructure.com>]. Username: Your MyCT username (xx123 or everything before the "@" in your MyCT e-mail address) Password: Your MyCT password.

Contacting your professor:

You should contact me via email at jennifer.schlosser@tamuct.edu. I check email every day, however, please allow up to 24 hours for a response though in most cases I will get back to you within an hour or so. I have many students in many different classes so I need to know your name and what class your in. I do not respond to emails that are not professional and courteous.

The best way to refer to your professor in email is: “Dear/Hello/Hi Dr. Schlosser, my name is,....., I am in your..... class, my question is,.....Thank you,/Sincerely,/Best,”

Expectations and Conduct:

- Students enrolled in this course are expected to complete all assignments, on time. They are expected to complete all assigned readings and assignments *before* the deadline and they are expected to be able to knowledgeably discuss the readings during class discussions.

Class Discussion and Participation:

- Students are *required* to be respectful of their classmates during the entirety of this course. Although many of you will disagree with one another and perhaps even be offended by some of the material we will cover, any personal attack against another student of any kind will not be tolerated and will result in disciplinary action. Because open discussions are encouraged, it is inevitable that personal beliefs and philosophies will be challenged, however, students *will not* use political leanings, religious beliefs, gender, race, class, ethnicity or sexuality as fodder for attack.
- Students can find in this syllabus a schedule of all topics and assignments that will be covered during the semester. Some of these topics may entail the use of explicit language, violence, sexuality or other potentially offensive material. If you feel that you will not be able to deal with this type of material, it is suggested that you drop the course now. Always remember that if you have questions or concerns, I am available for discussion.

Drop Policy

If you discover that you need to drop this class, you must complete a [Drop Request Form](https://www.tamuct.edu/registrar/docs/Drop_Request_Form.pdf) [https://www.tamuct.edu/registrar/docs/Drop_Request_Form.pdf].

Professors cannot drop students; this is always the responsibility of the student. The Registrar’s Office will provide a deadline on the Academic Calendar for which the form must be completed, signed and returned. Once you return the signed form to the Registrar’s Office, you must go into Warrior Web and confirm that you are no longer enrolled. If you still show as enrolled, FOLLOW-UP with the Registrar’s Office immediately. You are to attend class until the procedure is complete to avoid penalty for absence. Should you miss the drop deadline or fail to follow the procedure, you will

receive an F in the course, which may affect your financial aid and/or VA educational benefits.

Assignments and Grading:

1. Discussions, 60 pts:

Students will engage in a discussion board with their classmates worth 5 points each for 12 weeks this semester.

Grading Criteria:

- Discussion boards will open at midnight on the Monday of the week they're due and close at 11:59 pm that next Sunday. All posts and replies must be completed within this window or the student forfeits those discussion points.
- You will post a question about something you DID NOT UNDERSTAND or would like more help on, from the week's readings or videos. Your question **must** use information from the material and be specific. Every post you make should be SEVERAL paragraphs (not just two or three sentences). **First posts are due by Thursday each week.**

Example question:

"On page X, the authors state that _____. However, on page Y, the authors use data to show that _____.

Lately there has been much debate in public media outlets and politics about _____. Given that the scientific evidence shows otherwise, what would you say is the main reason for _____? What are the social and political consequences of this? Can someone please help explain the data presented on page Z to me and why it differs from public opinion?"

- Students will read others' posts and must reply to at least **one** other person's posts that week (but feel free to respond to more). **Responses are due by 11:59 pm on Sunday each week.**
- Responses must be engaging, thoughtful, and in-depth (again, several paragraphs, not just 1 or 2 sentences). Address the question that was asked and answer it using your own ideas. However, these responses aren't JUST your opinions, they must also be grounded in the readings **with page numbers citing your sources.**
- Personal experiences that support your answer are totally acceptable! **Just make sure that the bulk of your answer is grounded in facts and data from the book.**

Examples of INAPPROPRIATE discussion board responses:

"I disagree. I think immigrants bring crime to the US."

"Good question! I agree!"

"The government sucks."

Examples of GOOD discussion board responses:

“Great question, Bob! Since we saw from the text (p. X) that several studies have shown that immigrants do not bring more crime to the US, we have to consider that perhaps the reason why people still want a border wall is that they haven’t been educated about these studies. It’s also possible that old stereotypes about certain races, which have historically been used to discriminate against them for decades, are still alive and well. Maybe the people who want a wall are still using those old stereotypes. Some may not even realize they’re doing it, but these tactics have been used to keep minority groups oppressed for years. As a first-generation, minority student myself, I can tell you that I’ve encountered some of these same stereotypes. For example, last week....”

*there is no partial credit – you must complete all the required elements (1 original post by Thursday and 1 response post by Sunday, several paragraphs with page numbers cited), or **receive no points**.

*Note: use my comments and feedback on your Discussions for what to do differently next time, as a way to improve your grade for the following week.

- 2. Essay Tests, 200 pts:** There will be 2 short tests throughout the semester (worth 100 pts each) where students will answer prompts and use material from lectures, videos, and readings to discuss the prompt in a Word or PDF document uploaded by the due date.

To receive full points, essay test answers must adhere to the following:

- 1) In each essay test, you will receive a series of prompts that ask you questions about the readings, lectures, and videos for that period. The prompts will ask you to answer certain questions in essay format.
- 2) Copy the prompt you are answering first and paste it at the beginning of your answer.
- 3) Your answer to the questions in the prompt **MUST** include page numbers and references to the readings, **AND** references to the videos.
- 4) Answers must indicate what you learned from the course material. **These are not opinions, they are answers to specific questions using only course material.**
- 5) No direct quotes may be included. Canvas has plagiarism detection software that will indicate whether any part of a paper has been directly copied from another source.
- 6) No outside sources may be included.
- 7) You may use your personal experiences, but you **MUST** use the readings and videos to indicate what you have learned.
- 8) You may use your notes and readings to complete the essay test.
- 9) There is no page minimum or maximum. Write however much is necessary to do a good job and answer the prompt. If it takes a page, that’s fine, if it takes

half a page, that's fine too as long as it's done well. Please **SINGLE SPACE YOUR ESSAYS.**

Below is the exact grading rubric I will be using to grade your essay tests. Refer to this rubric before uploading your test document to be sure you have done everything required to receive full points.

Grading Rubric for Essay Tests 100 points available on each test.			
Use this as a checklist before turning in your test.			
Requirement	Points Available	Was the requirement included in the student's essay? (Y or N)	Total points
1) ALL prompts were answered incorporating material the student learned from the readings AND videos.	20		
2) The student cited appropriate page numbers and parts of relevant videos.	10		
3) The student showed critical thinking by not simply reiterating readings and video material, but by applying what they learned to answer the prompt.	30		
4) The essay was well written, organized, and coherent. The student indicated their comprehension of the readings and video material in a meaningful way.	30		
5) The essay was single spaced, submitted on time, proofread, and free from typos. There were no outside sources or direct quotes used. The student followed all the requirements listed on the syllabus and this rubric.	10		

3. Final Project, Visual Sociology 40 pts:

Students will choose one topic, concept, issue or theory discussed this semester and complete a Visual Sociology project. They will create a PowerPoint using images that illustrate that concept and upload the final PowerPoint as a .ppt file to Canvas by the due date listed on the syllabus.

Grading Criteria:

Each PowerPoint project will consist of FIVE slides ONLY (no more, no less)

- **The first slide will include:** your name, the name of the class, and the name of concept or topic you chose (or some type of title indicating what your project is about).
- **The second slide will include:** the name of the concept/topic/issue you chose, its definition (with book citations) and sentence or two about why this is an important concept to you.
- **The third slide will include:** at least one screenshot of an image from a **NEWS SOURCE** that represents the concept you chose. For instance, if your concept is crime and immigration, you will go to a reputable news source (i.e. not InfoWars or Buzzfeed News) and find an image that represents immigration and crime. You'll screenshot it so that I can see the source and insert it into Slide 3 on your PowerPoint (more than one is fine, but there must be at least one image). Then, you'll write at least a paragraph, on that slide, explaining why this image (or images) represents the concept in relation to the definition.
- **The fourth slide will include:** at least one screenshot of an image from **SOCIAL MEDIA** that represents the concept you chose (i.e. Facebook, Instagram, Snapchat, Twitter, etc.). You'll screenshot it so that I can see the source and insert it into Slide 4 on your PowerPoint (more than one is fine, but there must be at least one image). Then, you'll write at least a paragraph, on that slide, explaining why this image (or images) represents the concept in relation to the definition.
- **The fifth slide will include:** an image **YOU TOOK YOURSELF** that represents the concept you chose. This will be a photo you actually took somewhere around town that represents the concept. For instance, this could be a picture of a bumper sticker, a sign, a building, a business, etc. Then, you'll write at least a paragraph, on that slide, explaining why this image (or images) represents the concept in relation to the definition.

*Note: screenshots are important here. Do simply right click and save an image. Take an actual screenshot for your news or social media image so I can see the context and source. If you don't know how to take a screenshot, Google it.

Grading:

There are a **total of 300 points** available in this class. Final grades will be calculated depending on all points you've acquired on all assignments. All points will be added together and divided by 300 to get a percentage. I do not grade on a curve so the final percentage is your final grade. The scale below shows the percentage to letter grade comparison. If the third decimal place in the final percentage is a 5 or greater, **AND** the percentage is on the cusp of going up a letter grade, I will round up. For example, if your final percentage is .89533 (89%, B), because the third decimal place is a 5 **AND** the grade is on the verge of going up a letter, I will round up and your final grade for the class would become an A. These are the only conditions under which I will increase a final grade; all other requests will be denied.

A	90-100
B	80-89
C	70-79
D	60-69
F	0-59

- By remaining enrolled in this course and after having read the syllabus, you agree that you understand all the terms and conditions expressed therein. If you have ANY questions or concerns please feel free to contact me any time.
- **Disability Statement:** If you have special needs as addressed by the Americans with Disabilities Act (ADA), please notify me immediately. Reasonable efforts will be made to accommodate your special needs.
- **Academic Integrity:** Academic integrity is fundamental to the activities and principles of a university. All members of the academic community must be confident that each person's work has been responsibly and honorably acquired, developed, and presented. Any effort to gain an advantage not given to all students is dishonest whether or not the effort is successful. The academic community regards breaches of the academic integrity rules as extremely serious matters. Sanctions for such a breach may include academic sanctions from the instructor, including failing the course for any violation, to disciplinary sanctions ranging from probation to expulsion. When in doubt about plagiarism, paraphrasing, quoting, collaboration, or any other form of cheating, consult the course instructor.

Schedule:

Each of the 16 weeks corresponds with a matching module on Canvas where you will upload your work and complete discussion boards.

WEEK ONE:	READINGS TO DO:	ASSIGNMENTS DUE:
Aug 24-30	Intro and Chapter 1: What is Race? pp. 2-15 Watch: “The Deadly Deception: The Tuskegee Syphilis Experiment”	Discussion 1

WEEK TWO:	READINGS TO DO:	ASSIGNMENTS DUE:
Aug 31- Sept 6	Why Race Matters: Chapters 5 & 6: pp. 52-70	Discussion 2

WEEK THREE:	READINGS TO DO:	ASSIGNMENTS DUE:
Sept 7-13	What is Racism? Chapter 8 pp. 83-90 Chapter 11 pp. 113-121 TED Talk: Bartunde Thurston	Discussion 3

WEEK FOUR:	READINGS TO DO:	ASSIGNMENTS DUE:
Sept 14-20	Roots: Making Race and Ethnicity Chapter 10 pp. 100-113 Chapter 15 pp. 158-165	Discussion

WEEK FIVE:	READINGS TO DO:	ASSIGNMENTS DUE:
Sept 21-27	Remaking Race and Ethnicity Intro and Chapter 23 pp. 256-274 Chapter 25 pp. 290-300	Discussion 5

WEEK SIX:	READINGS TO DO:	ASSIGNMENTS DUE:
Sept 28-Oct 4	How Race and Ethnicity Impact Life Chances Chapters 30 & 31 pp. 341-362 Watch: PBS Documentary “Park Ave	Discussion 6

WEEK SEVEN:	READINGS TO DO:	ASSIGNMENTS DUE:
Oct 5-11	Life Chances cont... Chapter 33 pp. 371-388 Watch “13 th ”	Test Review Discussion Your chance to ask questions of your classmates and me about the material so far. You must post and respond.

WEEK EIGHT:	READINGS TO DO:	ASSIGNMENTS DUE:
Oct 12-18	Review all readings	Test 1 (due by 11:59 pm on Oct. 18 th)

WEEK NINE:	READINGS TO DO:	ASSIGNMENTS DUE:
Oct 19-25	How Race and Ethnicity Frame Social Relationships Intro and Chapter 27 pp. 305-319 Watch: the documentary “The Central Park Five”	Discussion 7

WEEK TEN:	READINGS TO DO:	ASSIGNMENTS DUE:
Oct 26-Nov 1	Thinking Strategically Chapter 36 pp. 411-418	Discussion 8

WEEK ELEVEN:	READINGS TO DO:	ASSIGNMENTS DUE:
Nov 2-8	No reading: apply what you've already read to this documentary Watch: L.A. Riots Documentary	Discussion 9

WEEK TWELVE:	READINGS TO DO:	ASSIGNMENTS DUE:
Nov 9-15	Altering Individuals and Relationships Intro & Chapter 37 pp. 419-428	Discussion 10

WEEK THIRTEEN:	READINGS TO DO:	ASSIGNMENTS DUE:
Nov 16-22	Altering Structures Intro & Chapter 40 pp. 446-463 Chapter 43 pp. 486-487	Discussion 11

WEEK FOURTEEN:	READINGS TO DO:	ASSIGNMENTS DUE:
Nov 23-29	NO CLASS	THANKSGIVING BREAK

WEEK FIFTEEN:	READINGS TO DO:	ASSIGNMENTS DUE:
Nov 30-Dec 6	No readings: test review discussion	Discussion 12 Your chance to ask questions of your classmates and me about the material. You must post and respond.

WEEK SIXTEEN:	READINGS TO DO:	ASSIGNMENTS DUE:
Dec 7-11	Review all readings since Test 1	Final Projects Due Test 2 (due by 11:59 pm on December 11)

FAQs

1. What should I call you?

I received my PhD from the University of Missouri many years ago, so you should call me Dr. Schlosser. Lots of students also call me Dr. S, which is just fine, too!

2. What should I do if I have questions?

You should look at the syllabus. MOST questions you have are probably already addressed on the syllabus. However, if you do have other questions, you can email me.

3. If I want to email you, how should I address it?

When you email any professor, the correct way to do so is to address them professionally. For instance, you can say: "Dear Dr. Schlosser," or even just "Hi, Dr. Schlosser," Then, state what class you are in (I have many students in several classes) and your specific question. Close the email with your name and contact information. I tend not to respond to emails that are not courteous and professional.

4. What if I have to miss a deadline?

Seriously rethink the event that will cause you to miss a deadline. I do not allow make-ups for any reason other than documented, University activities. You have a full week to complete assignments, so if you think you're going to be out of town or not have access to a computer on the due date, simply turn it in early.

5. What if I'm confused or struggling with the class?

Email me!!!! Do this EARLY and OFTEN. I can help you understand the material, organize your notes, and give you study tips. You are responsible for your grade, but that also means you need to inform me if you're struggling so we can address issues you may be having early.

jennifer.schlosser@tamuct.edu