



Race and Ethnic Relations

(SOCI 3303-120)

Spring 2020

Jan. 13, 2020 – May 8, 2020

Professor: Dr. Anastacia Schulhoff

Class Location: Online

Virtual Office Hours: By appointment

Email: aschulhoff@tamuct.edu

Catalog Course Description:

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.

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 Canvas:

Mode of instruction and course access:

This is a 100% online course.

This course 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 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. Please allow 24-48 hours for a response.

WARRIOR SHIELD

Emergency Warning System for Texas A&M University-Central Texas

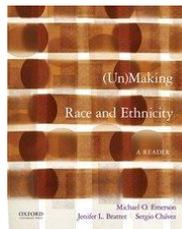
Warrior Shield is an emergency notification service that gives Texas A&M University-Central Texas the ability to communicate health and safety emergency information quickly via email, text

message, and social media. All students are automatically enrolled in Warrior Shield through their myCT email account.

Connect to Warrior Shield by [911Cellular](https://portal.publicsafetycloud.net/Account/Login) [https://portal.publicsafetycloud.net/Account/Login] to change where you receive your alerts or to opt out. By staying enrolled in Warrior Shield, university officials can quickly pass on safety-related information, regardless of your location.

Required Reading Materials:

- Unmaking Race and Ethnicity: A Reader by Michael O. Emerson, Jenifer L. Bratter, and Sergio Chávez, ISBN: 9780190202712



- Other reading and video materials are in Canvas in the Weekly **MODULES** Tab in our Canvas course site. To access, click on the **MODULES** tab on the left-hand side of your screen when logged in to our Canvas course site.

Course requirements:

Below is a description of the six main activities for this online course. They include (1) reading assignments, (2) discussion board postings, (3) online weekly quizzes, (4) mid-term exam, and (5) final exam.

1. **Reading assignments and other materials:** Readings from the textbook are listed in the course schedule below and in the WEEKLY MODULES folder I have posted for you in our course site. Students should complete the weekly readings before attempting to take a quiz or replying to a discussion board thread.

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

2. **Discussion Boards:** Each weekly unit contains a discussion board question. You can locate the “discussion board” by clicking on the tab entitled “discussions” on the main page of our canvas site. Your original post addressing the weekly discussion question I post to you each week should be made no later than **5pm (CST) each Wednesday**. Final postings commenting upon your peers’ posts and answering anybody who posted to your initial response should be made no later than **11:59pm (CST) each Sunday** -- late postings will not be given credit.

If you do not post on time each Wednesday you will earn a six point out of ten points deduction because I am attempting to create a “discussion” amongst your peers, you,

and I. Posting late or waiting until the last minute before the forum closes does not help create a discussion. So, please post on time and do not wait until the last minute (ie: 5pm on Wednesday or 11:59pm on Saturday). Try and post early and post often. 😊

The discussion board responses are evaluated on thoroughness, ability to think critically about the subject matter, and **use of course content and terms**. I am assessing if you are mastering the course material, so make sure you refer back to the textbook or any films we watch in this class to show me you are engaging with the material and know how to apply it to the weekly question I post to the class for that week. **You MUST USE course language via concepts/theories from the textbook, DEFINE that concept or theory, and CITE the TEXTBOOK in your discussion board posts.** 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**. See below:

Weekly Discussion Posting Grading Criteria (Rubric)	Weekly Point Value = 10
Meaningful Ideas: Ideas examine the topic from a sociology of race and ethnicity perspective that contributes to the group understanding of the topic.	3
Message Coherence: Messages explain issues, effectively questions, or meaningfully elaborates on the topic by using course material. You MUST NAME and DEFINE course terms/theories and APPLY those terms in your initial post each week. In your post, CITE the PAGE NUMBER where this information is found in the textbook to avoid plagiarism and to help your peers find that information to review before they reply to your post. Make sure to cite the page number(s) so you do not plagiarize words or ideas – three or more words or main ideas not cited is plagiarism.	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 and relate it back to the course content.	2
Relevance of Replies to Other Messages: Responses elaborates, contradicts, modifies, or explains the original message. DO NOT state “I agree with....” Or “I like what you said....” posts. You need to add something intellectual to the conversation via using course material from that week or previous weeks. “I agree” or “I like” comments are not intellectual contributions; thus, these statements will not receive credit.	2

Students will participate on our course discussion board for 16 of the 16 weeks. There are 150 points in total for the discussion board posts. The introductory discussion board during the first week is not graded. All other discussion boards (week two to 16) will be graded.

- A. **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 course 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. This secondary response need not be a half page in length, but it should entail at least a four sentences or more. This secondary response should **be substantive**, and you should attempt to support your response in some way from the readings in this course. **Make sure to cite your textbook and use course information in your posts.** Remember that your primary task is NOT to agree or disagree, but to analyze or expand upon another's post in a thoughtful, critical (and respectful) way.

C. My Responses: Dr. 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 professors' 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. Inappropriate or offensive messages or remarks may result in a zero for assignment up to expulsion from the course.

3. **Online Weekly Quizzes:** You will have weekly quizzes covering lectures, videos, and readings for the week. You will need to complete the quizzes using the course website in Canvas. You can locate the quizzes in the "**Weekly MODULES**" tab under the section entitled "Quiz #." ***Each Sunday, at 12pm Central Standard Time (CST), quizzes will become available to you. You must complete the quiz by 11:59pm CST the following Sunday.*** 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 (15 weeks) for a total of 150 points.

4. **Midterm Exam:** There will be one midterm exam that covers readings, discussion board questions, and any other readings, videos, or supplemental material we cover. The midterm will be 50 questions (T/F, Multiple Choice, Short Answer) at 2 points per question and is worth 100 points.
5. **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 of the fifty questions exam to be a combination of multiple choice, matching, true/false, and short answer questions. 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 at one time. The final exam is worth 100 points (50 questions @ 2points each = 100 points in total).

*I will post new discussion board questions every Sunday at 12pm (CST).

**Quizzes open every Sunday at 12pm (CST), so you have from Sunday to Sunday 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 15 minutes to answer 5 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, a midterm exam, and one final exam.

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	(30%)	150 points
Weekly Quizzes	(30%)	150 points
Midterm Exam	(20%)	100 points
Cumulative Final Exam	(20%)	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

Posting of Grades

- I will post grades in the Canvas Grade book where you can monitor your grades and receive direct feedback from me in the comments section. Please do not respond to me in the gradebook if you have a question. Instead, email me directly if you have a comment or question about the grade you earned (see my grade discrepancy policy below).
- The turn-around time for grades once you submit your assignment is seven to 14 days.

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 university *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 three days of the excused absence. Students who miss an exam with no excused that is supported by acceptable documentation (doctors notes, police report) absence will receive a zero on the exam. If the student foresees that s/he will be unable to complete the exam, 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 have been reached in error:

- a. Type up an email or word document entitled "Assignment (# or title) Grade Discrepancy." The email 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.

- b. 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 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.

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/>] or access Canvas through the TAMUCT Online link in myCT [<https://tamuct.onecampus.com/>]. You will log in through our Microsoft portal.

Username: Your MyCT email address. Password: Your MyCT password

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.

Canvas Support

Use the Canvas Help link, located at the bottom of the left-hand menu, for issues with Canvas. You can select “Chat with Canvas Support,” submit a support request through “Report a Problem,” or call the Canvas support line: 1-844-757-0953.

For issues related to course content and requirements, contact your instructor.

Other Technology Support

For log-in problems, students should contact Help Desk Central
24 hours a day, 7 days a week

Email: helpdesk@tamu.edu

Phone: (254) 519-5466

[Web Chat](http://hdc.tamu.edu): [<http://hdc.tamu.edu>]

Please let the support technician know you are an A&M-Central Texas student.

UNIVERSITY RESOURCES, PROCEDURES, AND GUIDELINES

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.

Academic Integrity

Texas A&M University -Central Texas values the integrity of the academic enterprise and strives for the highest standards of academic conduct. A&M-Central Texas expects its students, faculty, and staff to support the adherence to high standards of personal and scholarly conduct to preserve the honor and integrity of the creative community. Academic integrity is defined as a commitment to honesty, trust, fairness, respect, and responsibility. Any deviation by students from this expectation may result in a failing grade for the assignment and potentially a failing grade for the course. Academic misconduct is any act that improperly affects a true and honest evaluation of a student's academic performance and includes, but is not limited to, cheating on an examination or other academic work, plagiarism and improper citation of sources, using another student's work, collusion, and the abuse of resource materials. All academic misconduct concerns will be reported to the university's Office of Student Conduct. Ignorance of the university's standards and expectations is never an excuse to act with a lack of integrity. When in doubt on collaboration, citation, or any issue, please contact your instructor before taking a course of action.

For more [information regarding the Student Conduct process](https://www.tamuct.edu/student-affairs/student-conduct.html), [https://www.tamuct.edu/student-affairs/student-conduct.html].

If you know of potential honor violations by other students, you may [submit a report](https://cm.maxient.com/reportingform.php?TAMUCentralTexas&layout_id=0), [https://cm.maxient.com/reportingform.php?TAMUCentralTexas&layout_id=0].

Academic Accommodations

At Texas A&M University-Central Texas, we value an inclusive learning environment where every student has an equal chance to succeed and has the right to a barrier-free education. The Office of Access and Inclusion is responsible for ensuring that students with a disability receive equal access to the university's programs, services and activities. If you believe you have a disability requiring reasonable accommodations please contact the Office of Access and Inclusion, WH-212; or call (254) 501-5836. Any information you provide is private and confidential and will be treated as such.

For more information please visit our [Access & Inclusion](https://tamuct.instructure.com/courses/717) Canvas page (log-in required) [https://tamuct.instructure.com/courses/717]

Important information for Pregnant and/or Parenting Students

Texas A&M University-Central Texas supports students who are pregnant and/or parenting. In accordance with requirements of Title IX and related guidance from US Department of Education's Office of Civil Rights, the Dean of Student Affairs' Office can assist students who are pregnant and/or parenting in seeking accommodations related to pregnancy and/or parenting. Students should seek out assistance as early in the pregnancy as possible. For more information, please visit [Student Affairs](https://www.tamuct.edu/student-affairs/index.html) [https://www.tamuct.edu/student-affairs/index.html]. Students may also contact the institution's Title IX Coordinator. If you would like to read more about these [requirements and guidelines](http://www2.ed.gov/about/offices/list/ocr/docs/pregnancy.pdf) online, please visit the website [http://www2.ed.gov/about/offices/list/ocr/docs/pregnancy.pdf].

Title IX of the Education Amendments Act of 1972 prohibits discrimination on the basis of sex and gender—including pregnancy, parenting, and all related conditions. A&M-Central Texas is able to

provide flexible and individualized reasonable accommodation to pregnant and parenting students. All pregnant and parenting students should contact the Associate Dean in the Division of Student Affairs at (254) 501-5909 to seek out assistance. Students may also contact the University's Title IX Coordinator.

Tutoring

Tutoring is available to all A&M-Central Texas students, both on-campus and online. Subjects tutored on campus include Accounting, Advanced Math, Biology, Finance, Statistics, Mathematics, and Study Skills. Tutors are available at the Tutoring Center in Warrior Hall, Suite 111. Tutor.com tutoring **will not offer writing support** beginning August 1, 2019, but will continue to offer other tutoring support.

If you have a question regarding tutor schedules, need to schedule a tutoring session, are interested in becoming a tutor, or have any other question, contact Academic Support Programs at (254) 519-5796, or by emailing Dr. DeEadra Albert-Green at deeadra.albertgreen@tamuct.edu.

Chat live with a tutor 24/7 for almost any subject from on your computer! Tutor.com is an online tutoring platform that enables A&M-Central Texas students to log in and receive online tutoring support at no additional cost. This tool provides tutoring in over 40 subject areas. Access Tutor.com through Canvas.

University Writing Center

Located in Warrior Hall 416, the University Writing Center (UWC) at Texas A&M University–Central Texas (TAMUCT) is a free workspace open to all TAMUCT students from 10:00 a.m.-5:00 p.m. Monday thru Thursday with satellite hours in the University Library Monday thru Thursday from 6:00-9:00 p.m. This semester, the UWC is also offering online only hours from 12:00-3:00 p.m. on Saturdays.

Tutors are prepared to help writers of all levels and abilities at any stage of the writing process. While tutors will not write, edit, or grade papers, they will assist students in developing more effective composing practices. By providing a practice audience for students' ideas and writing, our tutors highlight the ways in which they read and interpret students' texts, offering guidance and support throughout the various stages of the writing process. In addition, students may work independently in the UWC by checking out a laptop that runs the Microsoft Office suite and connects to WIFI, or by consulting our resources on writing, including all of the relevant style guides. Whether you need help brainstorming ideas, organizing an essay, proofreading, understanding proper citation practices, or just want a quiet place to work, the UWC is here to help!

Students may arrange a one-to-one session with a trained and experienced writing tutor by visiting the UWC during normal operating hours (both half-hour and hour sessions are available) or by making an appointment via [WCOonline](https://tamuct.mywconline.com/) [https://tamuct.mywconline.com/]. In addition, you can email Dr. Bruce Bowles Jr. at bruce.bowles@tamuct.edu if you have any questions about the UWC and/or need any assistance with scheduling.

University Library

The University Library provides many services in support of research across campus and at a distance. We offer over 200 electronic databases containing approximately 250,000 eBooks and 82,000 journals, in addition to the 85,000 items in our print collection, which can be mailed to students who live more than 50 miles from campus. Research guides for each subject taught at A&M-Central Texas are available through our website to help students navigate these resources. On campus, the library offers technology including cameras, laptops, microphones, webcams, and digital sound recorders.

Research assistance from a librarian is also available 24 hours a day through our online chat service, and at the reference desk when the library is open. Research sessions can be scheduled for more comprehensive assistance, and may take place on Skype or in-person at the library. Assistance may cover many topics, including how to find articles in peer-reviewed journals, how to cite resources, and how to piece together research for written assignments.

Our 27,000-square-foot facility on the A&M-Central Texas main campus includes student lounges, private study rooms, group work spaces, computer labs, family areas suitable for all ages, and many other features. Services such as interlibrary loan, TexShare, binding, and laminating are available. The library frequently offers workshops, tours, readings, and other events. For more information, please visit our [Library website](http://tamuct.libguides.com/index) [http://tamuct.libguides.com/index].

OPTIONAL POLICY STATEMENTS

A Note about Sexual Violence at A&M-Central Texas

Sexual violence is a serious safety, social justice, and public health issue. The university offers support for anyone struggling with these issues. University faculty are mandated reporters, so if someone discloses that they were sexually assaulted (or a victim of Domestic/Dating Violence or Stalking) while a student at TAMUCT, faculty members are required to inform the Title IX Office. If you want to discuss any of these issues confidentially, you can do so through Student Counseling (254-501-5955) located on the second floor of Warrior Hall (207L).

Sexual violence can occur on our campus because predators often feel emboldened, and victims often feel silenced or shamed. It is incumbent on ALL of us to find ways to actively create environments that tell predators we don't agree with their behaviors and tell survivors we will support them. Your actions matter. Don't be a bystander; be an agent of change. For additional information on campus policy and resources visit the [Title IX webpage](https://www.tamuct.edu/departments/compliance/titleix.php) [https://www.tamuct.edu/departments/compliance/titleix.php].

Behavioral Intervention

Texas A&M University-Central Texas cares about the safety, health, and well-being of its students, faculty, staff, and community. If you are aware of individuals for whom you have a concern, who are exhibiting behaviors that pose a threat to safety, or individuals causing a significant disruption to our community, please make a referral to the Behavioral Intervention Team. You can complete the [referral](https://cm.maxient.com/reportingform.php?TAMUCentralTexas&layout_id=2) online [https://cm.maxient.com/reportingform.php?TAMUCentralTexas&layout_id=2].

Anonymous referrals are accepted. Please see the [Behavioral Intervention Team](https://www.tamuct.edu/student-affairs/bat.html) website for more information [https://www.tamuct.edu/student-affairs/bat.html]. If a person's behavior poses an imminent threat to you or another, contact 911 or A&M-Central Texas University Police at 254-501-5800.

COURSE SCHEDULE

Chapter readings from *Unmaking Race and Ethnicity: A Reader* by Michael O. Emerson, Jenifer L. Bratter, and Sergio Chávez are assigned to specific weeks in the below course schedule. Additional readings and videos are located in your **weekly MODULES tab**.

Week 1. Jan. 13 – Jan. 19

Topics	Read	Complete
Course orientation	Syllabus	<ul style="list-style-type: none"> • Read Syllabus • Quiz 1 • Introductions Discussion Board posts • Watch all three segments (3 hours) of <i>Race: Power of an Illusion</i> (link in Weekly Modules Folder).
What is Race?	<p>Read Introduction in <i>Unmaking Race and Ethnicity: A Reader</i> by Michael O. Emerson, Jenifer L. Bratter, and Sergio Chávez and</p> <p>Begin readings for next week. See below.</p> <p>Try and stay ahead of the assigned readings in the class because this is a reading heavy 3000 level (Junior level) online course.</p>	

Week 2. Jan. 19 – Jan. 26

Topics	Read	Complete
	Read Chapters	<ul style="list-style-type: none"> • Discussion board posts • Quiz 2 • No Class, Monday, Jan. 20th – MLK Day
What is Race?	<p>1. Constructing Ethnicity: Creating and Recreating Ethnic Identity and Culture, <i>Joane Nagel</i></p> <p>2. The Racialization of Kurdish Identity in Turkey, <i>Murat Ergin</i></p> <p>3. Who Counts as "Them?": Racism and Virtue in the United States and France, <i>Michèle Lamont</i></p> <p>4. Mexican Immigrant Replenishment and the Continuing Significance of Ethnicity and Race, <i>Tomás R. Jiménez</i></p>	

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Week 3. Jan. 26 – Feb. 2

Topics	Read	Complete
Why Race Matters	Introduction, <i>Laura Essenburg and Jenifer Bratter</i> 5. Excerpt from <i>Racial Formation in the United States From the 1960s to the 1990s</i> , <i>Michael Omi and Howard Winant</i> 6. Structural and Cultural Forces that Contribute to Racial Inequality, <i>William Julius Wilson</i>	<ul style="list-style-type: none"> • Discussion Board Posts • Quiz 3

Week 4. Feb. 2 – Feb. 9

Topics	Read	Complete
Why Race Matters	7. From Traditional to Liberal Racism: Living Racism in the Everyday, <i>Margaret M. Zamudio and Francisco Rios</i> 8. Policing and Racialization of Rural Migrant Workers in Chinese Cities, <i>Dong Han</i> 9. Why Group Membership Matters: A Critical Typology, <i>Suzy Killmister</i>	<ul style="list-style-type: none"> • Discussion Board Posts • Quiz 4

Week 5. Feb. 9 – Feb. 16

Topics	Read	Complete
What is Racism?	Introduction, <i>Laura Essenburg and Jenifer Bratter</i> 10. What Is Racial Domination?, <i>Matthew Desmond and Mustafa Emirbayer</i> 11. Discursive Colorlines at Work: How Epithets and Stereotypes are Racially Unequal, <i>David G. Embrick and Kasey Henricks</i>	<ul style="list-style-type: none"> • Discussion Board Posts • Quiz 5

Week 6. Feb. 16 – Feb. 23

Topics	Read	Complete
What is Racism?	12. When Ideology Clashes with Reality: Racial Discrimination and Black Identity in Contemporary Cuba, <i>Danielle P. Clealand</i> 13. Raceblindness in Mexico: Implications for Teacher Education in the United States, <i>Christina A. Sue</i>	<ul style="list-style-type: none"> • Discussion board Posts • Quiz 6

Week 7. Feb. 23 – March 1

Topics	Read	Complete
Origins of Race and Ethnicity	Introduction, <i>Adriana Garcia and Michael Emerson</i> 14. Antecedents of the Racial Worldview, <i>Audrey Smedley and Brian Smedley</i> 15. Building the Racist Foundation: Colonialism, Genocide, and Slavery, <i>Joe R. Feagin</i> 16. The Racialization of the Globe: An Interactive Interpretation, <i>Frank Dikötter</i>	<ul style="list-style-type: none"> • Discussion Board Posts • Quiz 7

Week 8. March 1 – March 8

Topics	Read	Complete
Migrations	Introduction, <i>Sandra Alvear</i> 17. Excerpt from <i>Becoming Mexican American: Ethnicity, Culture, and Identity in Chicano Los Angeles, 1900-1945</i> , <i>George J. Sánchez</i> 18. Migration to Europe since 1945: Its History and Its Lessons, <i>Randall Hansen</i> 19. When Identities Become Modern: Japanese Emigration to Brazil and the Global Contextualization of Identity, <i>Takeyuki (Gaku) Tsuda</i> Midterm exam can be taken anytime during this week, but not later than 11:00pm, Sunday.	<ul style="list-style-type: none"> • Discussion board posts • Quiz 8 • Midterm Exam

March 8-14 SPRING BREAK

Week 9. March 15 – March 22

Topics	Read	Complete
Aren't We All Just Human?	Introduction, <i>Adriana Garcia</i> 23. Young Children Learning Racial and Ethnic Matters, <i>Debra Van Ausdale and Joe R. Feagin</i> 24. When White Is Just Alright: How Immigrants Redefine Achievement and Reconfigure the Ethnoracial Hierarchy, <i>Tomás R. Jiménez and Adam L. Horowitz</i> 25. From Bi-Racial to Tri-Racial: Towards a New System of Racial Stratification in the USA, <i>Eduardo Bonilla-Silva</i> 26. Indigenism, Mestizaje, and National Identity in Mexico during the 1940s and the 1950s, <i>Anne Doremus</i>	<ul style="list-style-type: none"> • Discussion Board posts • Quiz 9

Week 10. March 22 – March 29

Topics	Read	Complete
How Ethnicity and Race Frame Social Relationships	Introduction, <i>William Rothwell</i> 27. Who We'll Live With: Neighborhood Racial Composition Preferences of Whites, Blacks and Latinos, <i>Valerie A. Lewis, Michael O. Emerson, and Stephen L. Klineberg</i> 28. The Costs of Diversity in Religious Organizations: An In-Depth Case Study, <i>Brad Christerson and Michael O. Emerson</i>	<ul style="list-style-type: none"> • Discussion Board posts • Quiz 10

Week 11. March 29 – April 5

Topics	Read	Complete
Ideologies	Introduction, <i>Junia Howell</i> 20. Excerpt from Racism: A Short History, <i>George M. Fredrickson</i> 21. Understanding Latin American Beliefs about Racial Inequality, <i>Edward Telles and Stanley Bailey</i> 22. Buried Alive: The Concept of Race in Science, <i>Troy Duster</i>	<ul style="list-style-type: none"> • Discussion Board posts • Quiz 11

Week 12. April 5 – April 12

Topics	Read	Complete
How Race and Ethnicity Impact Life Chances	Introduction, <i>Ellen Whitehead and Jenifer Bratter</i> 29. Wealth in the Extended Family: An American Dilemma, <i>Ngina S. Chiteji</i> 30. The Complexities and Processes of Racial Housing Discrimination, <i>Vincent J. Roscigno, Diana L. Karafin, and Griff Tester</i> 31. Racial Segregation and the Black/White Achievement Gap, 1992 to 2009, <i>Dennis J. Condron, Daniel Tope, Christina R. Steidl, and Kendralin J. Freeman</i> 32. Differential Vulnerabilities: Environmental and Economic Inequality and Government Response to Unnatural Disasters, <i>Robert D. Bullard</i> 33. Racialized Mass Incarceration: Poverty, Prejudice, and Punishment, <i>Lawrence D. Bobo and Victor Thompson</i>	<ul style="list-style-type: none"> • Discussion Board posts • Quiz 12 • State Holiday on Friday - No Class, April 10th

Week 13. April 12 – April 19

Topics	Read	Complete
Thinking Strategically	Introduction, <i>Junia Howell and Michael Emerson</i> 34. The Return of Assimilation? Changing Perspectives on Immigration and Its Sequels in France, Germany, and the United States, <i>Rogers Brubaker</i> 35. Toward a Truly Multiracial Democracy: Thinking and Acting Outside the White Frame, <i>Joe R. Feagin</i> 36. Destabilizing the American Racial Order, <i>Jennifer Hochschild, Vesla Weaver, and Traci Burch</i>	<ul style="list-style-type: none"> • Discussion Board posts • Quiz 13

Week 14. April 19 – April 26

Topics	Read	Complete
Altering Individuals	Altering Individuals and Relationships Introduction, <i>Horace Duffy and Jenifer Bratter</i> 37. A More Perfect Union, <i>Barack Obama</i> 38. What Can Be Done?, <i>Debra Van Ausdale and Joe R. Feagin</i> 39. The Multiple Dimensions of Racial Mixture in Rio de Janeiro, Brazil: From Whitening to Brazilian Negritude, <i>Graziella Moraes da Silva and Elisa P. Reis</i>	<ul style="list-style-type: none"> • Discussion Board posts • Quiz 14

Week 15. April 26 – May 3

Topics	Read	Complete
Altering Structures	Introduction, <i>Kevin T. Smiley and Jenifer Bratter</i> 40. The Case for Reparations, <i>Ta-Nehisi Coates</i> 41. "Undocumented and Citizen Students Unite": Building a Cross-Status Coalition Through Shared Ideology, <i>Laura E. Enriquez</i> 42. Racial Solutions for a New Society, <i>Michael Emerson and George Yancey</i> 43. DREAM Act College: UCLA Professors Create National Diversity University, Online School for Undocumented Immigrants, <i>Alyssa Creamer</i>	<ul style="list-style-type: none"> • Discussion board posts • Quiz 15

Week 16. May 3 – May 8

Topics	Read	Complete
Review & Final Exam	No new readings. Final exam closes at 11:59pm on May 8th – you can take it anytime during this week. Once you open the final exam, you can not close it and come back to it at a later day/time.	<ul style="list-style-type: none">• Closing Comments Discussion Board Post• FINAL EXAM due no later than 11:59pm (CST) on the last day of class (May 8th)

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

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/>

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