

**Race and Ethnicity—Online Course
SOC 3314; CRN 10221
Spring Semester, 2017**

Instructor: Bobby Jo Otto, PhD

Office Hours: Since this class is online, I do not have any face-to-face office hours. However, you can contact me anytime through e-mail, through the “Ask the Instructor” discussion forum, or through D2L. The best way to contact me, however, is through my Kennesaw e-mail, which is listed below.

E-mail: botto@kennesaw.edu

Phone: (C): 630-903-3861

**Again, the best way to contact me is through e-mail; however, if you need to contact me by phone, feel free (please do not call after 10 p.m.)

When you e-mail me, please be **specific in the subject (SOC 3314)

COURSE DESCRIPTION

3 Class Hours, 0 Laboratory Hours, 3 Credit Hours

Prerequisite: SOCI 1101 or permission of the instructor.

A survey of racial and ethnic relations, concentrating on the American experience. Stress is placed on the dynamics of prejudice and discrimination, and assimilation versus pluralism, including discussions of multiculturalism, bilingualism, and affirmative action.

Each course week will begin on Monday and end on Sunday. Course requirements include weekly reading assignments, online discussions, quizzes, writing assignments, and a midterm and final exam. *As a completely online course, it is important that you read and understand this syllabus (all of the requirements).*

REQUIRED TEXTS

📖 Gallagher, Charles A. 2012. *Rethinking the Color Line: Readings in Race and Ethnicity*. 5th Edition. McGraw-Hill (available at the library to check out for up to 2 hours at a time).

📖 Schaefer, Richard T. 2013. *Race and Ethnicity in the United States*. 7th Edition. Pearson Education, Inc.

📖 Any other additional articles will be available online (D2L).

📖 Websites are also posted, and it is highly encouraged that you read them.

COURSE OBJECTIVES

- Students will utilize the sociological imagination when analyzing the influence of racial background on one’s life chances.
- Students will be able to explain how agency and structure both influence the life opportunities of different racial groups.
- Students will analyze and interpret empirical data/research that is relevant to and explanatory of race and ethnic relations.
- Students will be able to think critically about how their actions have an effect on the perpetuation of racial and ethnic stereotypes.
- Students will develop stronger writing skills.

COURSE INFORMATION/EXPECTATIONS

You are responsible for reading all of the assigned material each week. As you read the material, ask yourself:

- What are the issue(s), main conclusion(s), and reason(s) for these conclusions?
- What was the social, political, and cultural climate of the time? What are the historical links/connections?
- What do I know about the author(s)? Are there any fallacies in the author's (authors') reasoning?
- How strong is the evidence? Any significant gaps?
- Are there any other reasonable conclusions? What do I think?

As you analyze sociological thought related to racial and ethnic relations – past and present - there will be several opportunities to demonstrate your understanding of these theories and concepts through writing assignments and online discussions. In addition to the required readings, you may be assigned to watch films/video clips and/or critique a number of current events using newly learned or expanded upon sociological theories.

MINIMUM TECHNOLOGY REQUIREMENTS, COURSE GUIDELINES, DISCUSSION BOARDS

This is an entirely online course. Students are expected to have the necessary computer background to work in this format, and are advised to seek additional technical assistance from computer services if needed (see resource links in “Start Here” folder). Students will be expected to read each assigned chapter carefully, and then use the provided support materials as review. Assigned chapters are available in learning modules. The “Ask the Instructor” and “Cyber Café” discussion boards will serve as other forms of communication. Important updates and general comments will be posted regularly via the “News” section – it is suggested that you visit this online course at least three times a week. For technology problems, visit Student Technology Services at <http://its.kennesaw.edu/students.htm>.

Recommendation: Save all of your work on a flash drive. I will not accept excuses for lost work – even when printers are out of cartridges or computers crash. Always plan ahead when it comes to using technology!

On-line Discussion Boards/Participation Requirement

Online participation via the course discussion boards is a key component of this course!

Cyber Café – This discussion board will be used by students to first, introduce themselves at the beginning of the semester and thereafter as a place to chat with fellow classmates about issues, concerns, general questions, etc. related to this course.

“Ask the Instructor” - Post any questions for the instructor related to the course. Questions related to your personal situation should be sent via email to the instructor. If an email is sent with a question related to the entire class, it will be copied and posted on this discussion board for the benefit for all students.

“Real World Racial and Ethnic Issues” - To maximize your learning experience, you are expected to read all of the assigned material during the early part of the week and post an **original response by Thursday** at 11:59 pm, which will allow you and your fellow classmates to ask questions, post answers, and peer review each others’ discussion posts. Your preparation each week contributes to lively and thought-provoking online discussions in a meaningful way. In fact, a significant portion of your learning will come from interacting online with your fellow classmates.

- Although rich *unlimited* online discussions related to each learning module is strongly encouraged, students are required to post at least one original online discussion each week (to a question(s) that is posed) and **two responses (which are due every Sunday, by 11:59 p.m.)**; however, you are strongly encouraged to post several responses to fellow classmates’ posts, as there will be ample opportunities to explore and analyze content. This is the best way for you to ask questions, make comments, clarify things, and especially to demonstrate that you have read and understood the chapters. The discussions will be multi-directional: primarily student-student and student-content, with some student-instructor and instructor-student.
- Questions are encouraged, and polite disagreements are fine. However, *respect is a requirement in all online interactions*. According to KSU Computer Usage Policy and Guidelines [www.kennesaw.edu/infosec], “You may not employ lewd or threatening language in any electronic communication. This would violate the bounds of good taste as well as laws and regulations.” Please see the Netiquette link in the “Start Here” folder for more details.

SUMMARY OF EVALUATIONS

All assignments are due on the specified due date. Late assignments will NOT be accepted.

NOTE: All exams/reflective journals/response posts are due by Sunday at 11:59 pm (unless otherwise noted—initial responses are due on Thursdays), which makes it easier for you to plan your online learning strategy each week and successfully manage the course.

“Real World Racial and Ethnic Issues” Discussion Board (10%)

You are tasked with submitting one original post, **each week**, to a question(s) posed on the discussion board (your first post(s) are due by Thursday, January 19th and response posts due by Sunday, January 22nd). Each post should be 150 (+/- 15) words. Your posts will be submitted via the “Real World Racial and Ethnic Issues” online discussion board link associated with each learning module. Also, you are required to read and peer review two (2) of your fellow classmates’ discussions every week. Your reviews should be critical and 50+ words.

You will be graded on: 1) Whether or not you answer the question and how well you answer it (1 point); 2) Your comments to two of your classmates' posts (2 points). If your posts are not within the specific word count, points will be taken off.

Online Reflection Journal (30%)

You will submit **three (3)** reflective online journal entries (2-3 double spaced pages, Times New Roman, 1" margins) where you will address a specific question set and highlight any additional thoughts, realizations, questions, arguments, etc. related to what you've covered since your last online journal entry. Reflective writing is a powerful learning tool that assists with comprehension and personal application. *Your submissions are due via Dropbox by 11:59 pm on the following dates February 5th, March 12th, and April 23rd.* These journal entries are private – between the student and instructor, fellow classmates will not have access to your online journal. You will be graded on following directions (guidelines are at the end of the syllabus), content, clarity, and grammar.

Quizzes (30%)

There will be 12 quizzes throughout the semester, which will cover key concepts, terms, and theories from each specific module. Similar to your discussion posts, quizzes must be completed by **Sunday at 11:59 p.m.** Quizzes will be 5 questions (worth 2 points/piece), and you will have 10 minutes to complete the quiz. Your lowest 2 quiz grades will be dropped.

****There is no quiz over Module 12 (Education)**

Exams (30%)

There will be 2 online exams (multiple choice). Your midterm will be posted on **February 20th and due on February 26th at 11:59 pm.** Your final will be posted on **May 1st and due May 7th at 11:59 pm.** Once you open the exam, you must finish it within 1 hour. Late exams will only be accepted in emergency situations with "official" documentation.

****Grades will be posted within 10 days after the assignment is due****

Grading Scheme:

- Real World Racial and Ethnic Issues" Discussion Board (10%)
- Online Reflection Journals (30%)
- Quizzes (30%)
- Exams (30%)

Grading Scale

90-100 = A
80-89 = B
70-79 = C
60-69 = D
59 and below = F

Enrolment Status – non-attendance throughout the course does not constitute a withdrawal from the course

Important Dates to Remember

<i>January 9th</i>	First Day of Classes
<i>February 5th</i>	Online Journal #1 due
<i>February 26th</i>	Midterm Exam
<i>March 1st</i>	Last Day to Withdraw Without Penalty
<i>March 12th</i>	Online Journal #2 due
<i>April 23rd</i>	Online Journal #3 due
<i>April 30th</i>	Last online quiz and post due
<i>May 7th</i>	Final Exam

Helpful Resources

Academic Honesty and Plagiarism - I conform to the rules listed in the [Undergraduate Catalog](#) concerning cheating (<http://catalog.kennesaw.edu/content.php?catoid=12&navoid=562&hl=honesty&returnto=search>). Please familiarize yourself with your rights and responsibilities. Any student caught cheating automatically receives a zero for the exam or assignment and will not be given a chance to make it up. The submission of the work of someone else as one's own is plagiarism. Academic honesty requires that ideas or materials taken from another course for use as a course paper or project be fully acknowledged. Plagiarism is a very serious offense in whatever form it may appear, be it submission of an entire article falsely represented as the student's own, the inclusion within a piece of the student's writing of an idea for which the student does not provide sufficient documentation, or the inclusion of a documented idea not sufficiently assimilated into the student's language and style. It is your responsibility to know and understand what constitutes plagiarism. *Blatantly plagiarized assignments will receive a zero.* Check out: <http://www.youtube.com/watch?v=gC2ew6qLa8U>.

The Undergraduate Advising Center - The College of Humanities and Social Sciences is pleased to offer academic advising to students in the Undergraduate Advising Center (UAC). The UAC is located in Pilcher 129, on the first floor near the Foreign Language Resource Center. Their hours are **Monday - Thursday** 8 am - 6 pm, and **Friday** 8 am to 5 pm. Students are strongly encouraged to make appointments using the website, <http://www.kennesaw.edu/hssadvising/appointments.php>, or by calling the Center during office hours at [770-794-7728](tel:770-794-7728). For more information, visit the UAC website: <http://www.kennesaw.edu/hssadvising/home.php>.

The KSU Writing Center - is a free service offered to all KSU students. Experienced, friendly writing assistants work with you on thesis development, organization, research documentation, grammar, mechanics, and more. They help you improve your paper AND teach you strategies to become a better writer on your own. For more information or to make an appointment, visit <http://www.kennesaw.edu/english/WritingCenter>, or stop by Room 242 in the English Building. Extra points will be awarded for visits to the writing center (with official documentation).

Learning Management System Accessibility and Special Accommodations Notice - In accordance with University policy and the Americans with Disabilities Act (ADA), academic accommodations may be made for any student who notifies the instructor of the need for an accommodation. It is imperative that you take the initiative to bring such needs to my attention, as I am not legally permitted to inquire about such particular needs of students. Visit

<http://www.blackboard.com/Platforms/Learn/Resources/Accessibility.aspx> and http://www.kennesaw.edu/stu_dev/dsss/policies.html.

Other Important Links:

Academic Honesty/Integrity Statement

<http://scai.kennesaw.edu/codes.php>

Confidentiality and Privacy Statement (FERPA)

<http://enrollmentservices.kennesaw.edu/training/ferpa.php>

University – Student Rights Statement

<http://catalog.kennesaw.edu/content.php?catoid=27&navoid=2263>

Ethics Statement

<http://scai.kennesaw.edu/codes.php>

Sexual Harassment Statement

<http://scai.kennesaw.edu/codes.php>

Course Accessibility Statement (ADA statement)

<http://sss.kennesaw.edu/sds/institutional-policies.php>

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DETAILED COURSE SCHEDULE (Subject to change at instructor's discretion)

REUS = Race and Ethnicity in the United States

RCL = Rethinking the Color Line

Wk	Date	Reading/Assignment Due Dates/Exam Dates	
1	1/9	Orientation – Laying the Foundation	
2	1/16	Learning Module 1	REUS – Exploring Race and Ethnicity (pp. 1-40)
3	1/23	Learning Module 2	RCL – Why We Attach Meaning to Race: Part I (pp. 1-52)
4	1/30	Learning Module 3	RCL – Why We Attach Meaning to Race: Part II (pp. 53-114) Online Journal #1 Due Sunday, February 5th by 11:59
5	2/6	Learning Module 4	REUS – Prejudice (pp. 41-78)
6	2/13	Learning Module 5	REUS – Discrimination (pp. 79-113)
7	2/20	Midterm Exam (Wks. 2-6): Due Sunday, February 26th by 11:59 pm	
8	2/27	Learning Module 6	RCL – Prejudice, Discrimination and Racism: Part I (pp. 115-157) 3/1 - Last Day to Withdraw without Academic Penalty
9	3/6	Learning Module 7	RCL – Prejudice, Discrimination and Racism: Part II (pp. 158-208) Online Journal #2 Due Sunday, March 12th by 11:59 pm
10	3/13	Learning Module 8	RCL – Racialized Opportunity in Social Institutions: Part I (pp. 209-249)
11	3/20	Learning Module 9	RCL – Racialized Opportunity in Social Institutions: Part II (pp. 249-318)
12	3/27	Learning Module 10	Article on D2L: <i>Sociological Perspectives on Black White Inequalities in Education</i> (No quiz over this module)
13	4/3	Spring Break	NO READINGS – Enjoy your break
14	4/10	Learning Module 11	REUS – Immigration (pp. 115-152) RCL – How America's Complexion Changes: Part I (pp. 319-360)
15	4/17	Learning Module 12	RCL – How America's Complexion Changes: Part II (pp. 361-402) (pp. 403-422: "America's Racial Report Card" is a good reference for stats) Online Journal #3 Due Sunday, April 23rd by 11:59 pm
16	4/24	Learning Module 13	REUS – Ethnicity and Religion and The Nation as a Kaleidoscope (pp. 153-213) Last Online post and Quiz due Sunday, April 30th at 11:59 pm
17	5/1	Final Exam (Wks. 8-16): due Sunday, May 7th 11:59 pm	

Reflective Essays/Online Journal

2-3 double-spaced pages, Times New Roman, 1” margins

Writing a reflective essay is different than writing an empirical paper. In the reflective essays in this class, you should discuss your reactions to the readings and relate them to your personal experiences. I want to know why you feel a certain way about a particular reading(s). Are there certain life experiences that influence your opinions/beliefs about the article(s)? Did the reading inform/change/reinforce your ideas on the subject matter? You will be graded on content, clarity, and grammar. Make sure to proofread your paper!

Follow the tips below, which are taken directly taken from the following website:

<https://www.lbstudentaffairs.ca/content/documents/Link/Brantford%20Learning%20Services%20Centre/Reflective%20Writing.pdf>.

Writing a Reflective Essay:

- In reflective essays, the focus is inward-looking; personal thoughts, feelings, and findings should be included.
- Reflective essays follow the same basic structure as most other essays in that they have an introduction, a main body, and a conclusion.
- The following points should be considered when writing a reflective essay:
 - Introduction: Introduce your subject matter—you need to discuss your reaction to at least **three** readings/concepts
 - Identify your feelings and initial responses to the material.
 - Body: Describe how your experiences relate to the material and vice versa.
 - Don't just say what you found interesting, but why you found it so.
 - Include the reasons why you came away feeling the way you did.
 - Make connections—how are the readings related to each other?
 - Conclusion
 - What did you learn from the material?
 - How does it apply to your own life?

Helpful Tips

- Do incorporate your personal feelings into the essay. The purpose of the essay is to find out how your own thoughts and feelings helped shape the message you took away from the course material and/or reading.
- Do use first person. Writing a reflective essay is different than writing a formal persuasive or informative essay. I am interested in finding out what YOU have to say about the material. Using “I felt,” “I found,” and “I realized” are all appropriate in a reflective piece.
- Do make the **connection between course material and your own experience**. This is the key in a reflective essay. I am looking for the ways in which you relate to the material, and how this compares to other's experiences.

- Do structure your essay clearly. In a reflective essay, you should include a thesis statement and organize your thoughts logically.
- Don't go on a rant. While it is fair to suggest ways that the material may have been more relevant, it is not appropriate to spend the entire essay complaining about your experience.

This is another source that should be helpful while writing:

<http://media.cst.edu/uploads/genericfile/writing-reflection-papers.pdf>