

Term Information

Effective Term Autumn 2022

Course Change Information

What change is being proposed? (If more than one, what changes are being proposed?)

Distance Learning eligibility.

What is the rationale for the proposed change(s)?

Since COVID-19 we anticipate greater demand for online courses.

What are the programmatic implications of the proposed change(s)?

(e.g. program requirements to be added or removed, changes to be made in available resources, effect on other programs that use the course)?

We do not anticipate programmatic implications.

Is approval of the request contingent upon the approval of other course or curricular program request? No

Is this a request to withdraw the course? No

General Information

Course Bulletin Listing/Subject Area	Sociology
Fiscal Unit/Academic Org	Sociology - D0777
College/Academic Group	Arts and Sciences
Level/Career	Undergraduate
Course Number/Catalog	3380
Course Title	Racial and Ethnic Relations in America
Transcript Abbreviation	Race in America
Course Description	Historical and contemporary study of race and ethnicity in the U.S. with a focus on relations within and between groups.
Semester Credit Hours/Units	Fixed: 3

Offering Information

Length Of Course	14 Week, 12 Week
Flexibly Scheduled Course	Never
Does any section of this course have a distance education component?	Yes
Is any section of the course offered	100% at a distance Greater or equal to 50% at a distance Less than 50% at a distance

Previous Value

No

Grading Basis	Letter Grade
Repeatable	No
Course Components	Lecture
Grade Roster Component	Lecture
Credit Available by Exam	No
Admission Condition Course	No
Off Campus	Never
Campus of Offering	Columbus, Lima, Mansfield, Marion, Newark, Wooster

[Previous Value](#)

[Columbus, Lima, Marion, Newark](#)

Prerequisites and Exclusions

Prerequisites/Corequisites

Exclusions

Not open to students with credit for 2380.

[Previous Value](#)

Not open to students with credit for 2380 or 380.

Electronically Enforced

No

Cross-Listings

Cross-Listings

Subject/CIP Code

Subject/CIP Code

45.1101

Subsidy Level

General Studies Course

Intended Rank

Sophomore

Requirement/Elective Designation

General Education course:

Individual and Groups; Social and Behavioral Sciences

The course is an elective (for this or other units) or is a service course for other units

Course Details

Course goals or learning objectives/outcomes

- Historical and contemporary study of race and ethnicity in the U.S. with a focus on relations within and between groups

Content Topic List

- Race and ethnicity
- Diversity in the U.S.
- Assimilation and pluralism
- Identity
- Group relations
- Native Americans
- African Americans
- Hispanic Americans
- Asian Americans
- White ethnic groups
- Minority groups

Sought Concurrence

No

[Previous Value](#)

COURSE CHANGE REQUEST
3380 - Status: PENDING

Last Updated: Vankeerbergen,Bernadette
Chantal
09/17/2021

Attachments

- 3380-DLSyllabus.docx: New DL syllabus
(Syllabus. Owner: Downey,Douglas B)
- Sco 3380 Face-to-face syllabus.pdf: Face-to-face syllabus
(Syllabus. Owner: Downey,Douglas B)
- Sociology 3380_Ian Anderson approval.docx
(Other Supporting Documentation. Owner: Downey,Douglas B)

Comments

- The cover sheet was not reviewed by Jeremie Smith. Please provide the version of the syllabus after Jeremie has reviewed everything and signed off on the proposal being submitted. *(by Vankeerbergen,Bernadette Chantal on 09/03/2021 04:12 PM)*

Workflow Information

Status	User(s)	Date/Time	Step
Submitted	Downey,Douglas B	08/13/2021 09:35 AM	Submitted for Approval
Approved	Downey,Douglas B	08/13/2021 09:35 AM	Unit Approval
Approved	Vankeerbergen,Bernadette Chantal	08/19/2021 12:53 PM	College Approval
Revision Requested	Vankeerbergen,Bernadette Chantal	09/03/2021 11:52 AM	ASCCAO Approval
Submitted	Downey,Douglas B	09/03/2021 12:41 PM	Submitted for Approval
Approved	Downey,Douglas B	09/03/2021 12:41 PM	Unit Approval
Revision Requested	Vankeerbergen,Bernadette Chantal	09/03/2021 04:13 PM	College Approval
Submitted	Downey,Douglas B	09/06/2021 02:50 PM	Submitted for Approval
Approved	Downey,Douglas B	09/06/2021 02:50 PM	Unit Approval
Approved	Vankeerbergen,Bernadette Chantal	09/17/2021 03:23 PM	College Approval
Pending Approval	Cody,Emily Kathryn Jenkins,Mary Ellen Bigler Hanlin,Deborah Kay Hilty,Michael Vankeerbergen,Bernadette Chantal Steele,Rachel Lea	09/17/2021 03:23 PM	ASCCAO Approval



SYLLABUS

SOC/3380

Race and Ethnic Relations in the United States

Autumn 2021 (full term)

3 credit hours

Online

COURSE OVERVIEW

Instructor

Instructor: To Be Determined

Email address: (preferred contact method)

Phone number:

Office hours:

Course description

The United States is one of the most racially and ethnically diverse countries in the world. Race and ethnicity take on important meaning in this country. Not only are race and ethnicity central to how people are socially stratified, but they are the basis of collective identities and individuals' everyday social interactions. In this course, we will examine the historical and social development of race and ethnicity in the United States through a sociological lens.

We will analyze and discuss: 1) the origins of racial/ethnic inequality and how these relate to current patterns of intergroup relations and social differentiation; 2) the social construction of privilege and inequality by race and ethnicity throughout the history of the United States; 3) The variability in the experiences of racial and ethnic groups (Whites or European Americans, African Americans, Native Americans, Hispanic Americans, Asian Americans, and Arab Americans), as well as their migration patterns and behaviors in the United States; 4) the impact of prejudices, stereotypes, discrimination, racism, and media representations of racial and ethnic groups; and 5) the existing theories and empirical knowledge that attempt to explain relationships among racial and ethnic groups in the United States.

Course learning outcomes

By the end of this course, students should successfully be able to:

- 1) Define and explain the social construction of race, and other concepts related to social stratification, including minority group, dominant group, ethnicity, race, social mobility, and matrix of domination.
- 2) Compare and contrast the differences and similarities between ideological racism, prejudice, institutional discrimination, individual discrimination, past-in-present discrimination, and modern racism and identify examples of each.
- 3) Define human capital theory and identify its strengths and weaknesses as an explanation for racial stratification in the United States.
- 4) Define, explain, and apply the concepts of pluralism, acculturation, and assimilation (primary and secondary) and how they can be distinguished from one another.
- 5) Define the Noel and Blauner hypotheses and apply them to the historical experiences of African Americans, Hispanic Americans, Asian Americans, and Native Americans in the United States.
- 6) Identify the primary features of paternalistic and rigid competitive group relations.
- 7) Identify the primary historical factors responsible for the end of de jure segregation in U.S. history.
- 8) Explain the importance of enculturation and racial socialization for the identity development and psychological well-being of transracially adopted children.
- 9) Identify the sources of current conflict between the dominant groups in society and Native Americans, including control of natural resources and preservation of treaty rights.
- 10) Identify and explain variation in Hispanic American subgroups in acculturation, integration, and segmented assimilation.
- 11) Describe the cultural characteristics of Asian American subgroups and explain how these characteristics influence societal perceptions of Asian American levels of success, including the “model minority image”.
- 12) Explain the importance of twentieth century collective social movements for addressing racial inequality, including the Civil Rights movement, the Black Power Movement, and the Red Power movement and compare and contrast these to current movements including Black Lives Matter.
- 13) Identify variations in experiences of recent immigrant groups including those who are Hispanic, Caribbean, Asian, Arab, Middle Eastern, and African in term of economic needs, refugee status, and education level.
- 14) Define implicit bias and articulate its importance as a contributor to racism and discrimination at the individual and institutional levels.
- 15) Define mass incarceration, and explain the factors contributing to and collateral consequences of this phenomenon, particularly for racial/ethnic minority individuals and families.

General education goals and expected learning outcomes

Sociology 3380 meets the **GE Social Science requirement**, in the category of Individuals and Groups. This course is designed to prepare students to be able to do the following:

- understand the theories and methods of social scientific inquiry as they apply to the study of individuals and groups

- understand the behavior of individuals, differences and similarities in social and cultural contexts of human existence, and the processes by which groups function
- comprehend and assess individual and group values and their importance in social problem solving and policy making

Sociology 3380 fulfills these goals in the course requirements outlined in this syllabus.

HOW THIS ONLINE COURSE WORKS

Mode of delivery: This course is 100% online. There are no required sessions when you must be logged in to Carmen at a scheduled time.

Pace of online activities: This course is divided into **weekly modules** that are released one week ahead of time. Students are expected to keep pace with weekly deadlines but may schedule their efforts freely within that time frame.

Credit hours and work expectations: This is a **3-credit-hour course**. According to Ohio State policy (go.osu.edu/credithours), students should expect around 3 hours per week of time spent on direct instruction (instructor content and Carmen activities, for example) in addition to 6 hours of homework (reading and assignment preparation, for example) to receive a grade of (C) average.

Attendance and participation requirements: Because this is an online course, your attendance is based on your online activity and participation. The following is a summary of students' expected participation:

- **Participating in online activities for attendance: AT LEAST ONCE PER WEEK**
You are expected to log in to the course in Carmen every week. (During most weeks you will probably log in many times.) If you have a situation that might cause you to miss an entire week of class, discuss it with me *as soon as possible*.
- **Office hours and live sessions: OPTIONAL**
All live, scheduled events for the course, including my office hours, are optional.
- **Participating in discussion forums: 2+ TIMES PER WEEK**
As part of your participation, each week you can expect to post at least twice as part of our substantive class discussion on the week's topics.

COURSE MATERIALS AND TECHNOLOGIES

Textbooks

Required

- Healey, Joseph F. and Andi Stepnick. 2020. *Diversity and Society. Race, Ethnicity, and Gender. Sixth Edition.* Thousand Oaks, CA: Sage.
- Additional required readings for this course will come from journal articles. I will make these readings available on the course Carmen page under “Files”, organized by the week during which they will be covered. Links to online sources (videos and news articles) will be provided along with assignment information as needed.

Course technology

Technology support

For help with your password, university email, Carmen, or any other technology issues, questions, or requests, contact the Ohio State IT Service Desk. Standard support hours are available at ocio.osu.edu/help/hours, and support for urgent issues is available 24/7.

- **Self-Service and Chat support:** ocio.osu.edu/help
- **Phone:** 614-688-4357(HELP)
- **Email:** servicedesk@osu.edu
- **TDD:** 614-688-8743

Technology skills needed for this course

- Basic computer and web-browsing skills
- Navigating Carmen (go.osu.edu/canvasstudent)
- Navigating social science and criminal justice research databases through the OSU library: <https://library.ohio-state.edu/screens/databases.html>

Required equipment and software

- Computer: current Mac (MacOs) or PC (Windows 10) with high-speed internet connection

- Microsoft Office 365: All Ohio State students are now eligible for free Microsoft Office 365. Full instructions for downloading and installation can be found at go.osu.edu/office365help.

Carmen access

You will need to use BuckeyePass (buckeyepass.osu.edu) multi-factor authentication to access your courses in Carmen. To ensure that you are able to connect to Carmen at all times, it is recommended that you take the following steps:

- Register multiple devices in case something happens to your primary device. Visit the BuckeyePass - Adding a Device help article for step-by-step instructions (go.osu.edu/add-device).
- Request passcodes to keep as a backup authentication option. When you see the Duo login screen on your computer, click **Enter a Passcode** and then click the **Text me new codes** button that appears. This will text you ten passcodes good for 365 days that can each be used once.
- Download the Duo Mobile application (go.osu.edu/install-duo) to all of your registered devices for the ability to generate one-time codes in the event that you lose cell, data, or Wi-Fi service

If none of these options will meet the needs of your situation, you can contact the IT Service Desk at 614-688-4357(HELP) and IT support staff will work out a solution with you.

GRADING AND FACULTY RESPONSE

How your grade is calculated

ASSIGNMENT CATEGORY	POINTS
Class Discussion Posts	60 points (6 total, 10 pts each)
Class Discussion Post Responses	60 points (6 total, 10 pts each)
Comprehensive Essays	60 points (3 total, 20 points each)
Textbook Questions for Chapters 1-10	200 points (10 total, 20 points each)
Course Assessment Quizzes	40 points (2 total, 20 points each)
Total	420

See course schedule below for due dates.

Descriptions of major course assignments

Course Assessment

Description: Students will be asked to respond to a multiple-choice exam at the beginning and end of the course to measure knowledge gained as they relate to the specific learning outcomes listed on this syllabus. **Students will receive credit for completion, not for their score.**

Academic integrity and collaboration: Your assignments should be your own work. Students should not work with others on course assessments.

Class Discussions

Description: Students will be randomly divided into groups of five to seven students and assigned a discussion question, where they will be asked to read one or more news articles, watch an online video, or visit one or more websites. Each student will write their own response the first week a discussion is open. Two weeks later, the discussion will re-open and students will then be required to comment on the responses from two other students in their small group. Students should provide a minimum of 150 words in their initial response and demonstrate that the course material is being carefully engaged and considered in the response. They should then select two students to whom to respond, ideally one with whom they agree, and one with whom they disagree, and craft a response of a minimum of 100 words. Further guidelines will be provided on Carmen for each discussion.

Academic integrity and collaboration: Your written assignments, including discussion posts, should be your own original work. In formal assignments, you should follow ASA style to cite the ideas and words of your research sources. You are encouraged to ask a trusted person to proofread your assignments before you turn them in--but no one else should revise or rewrite your work.

Comprehensive Essays

Description: In lieu of multiple-choice format exams, to check comprehension, synthesis, and application of required readings, students will respond to an essay question, where they are expected to integrate core ideas and theories from multiple readings into a coherent statement. Further guidelines will be provided on Carmen for each. You are expected to respond in a minimum of two to three typed, double-spaced pages. The response will be graded on clarity of articulation of your perspective, use of evidence from course materials, accuracy of use of sociological concepts, and provision of adequate detail, as well as overall quality of writing (free of grammar and punctuation errors). Please refer to class sources as needed by identifying specific pages to support your ideas or referring to particular websites or authors.

Academic integrity and collaboration: Your written assignments, including discussion posts, should be your own original work. In formal assignments, you should follow ASA style to cite the ideas and

words of your research sources. You are encouraged to ask a trusted person to proofread your assignments before you turn them in--but no one else should revise or rewrite your work.

Textbook Questions

Description: One or more questions from each chapter of the required textbook will be assigned for a thoughtful response. Responses to the questions should be a minimum of 250 words, typed and double-spaced. You will be graded on clarity of articulation of your perspective, accuracy of use of concepts, and provision of adequate detail, as well as overall quality of writing (free of grammar and punctuation errors). Specific concepts and quotes from the text that are referenced in the response should be properly cited using ASA style.

Academic integrity and collaboration: Your written assignments, including discussion posts, should be your own original work. In formal assignments, you should follow ASA style to cite the ideas and words of your research sources. You are encouraged to ask a trusted person to proofread your assignments before you turn them in--but no one else should revise or rewrite your work.

Late assignments

Late work will *not* be accepted. All assigned work and associated folders will be posted on Carmen and active by midday on Saturdays, eight days prior to the due date (with the exception of the first and potentially last weeks of class). Students will have a weekend and the following week to finish the work, and all assignments are due on Sundays by 11:59 p.m. Any work submitted after the due date will receive a zero, as the discussion or assignment will be closed.

Additionally, please make sure of the following:

- Your assignment/discussion post/essay/question response *must* be attached to the correct folder. **If it is not, you will *not* receive a notice and will receive a grade of zero.** Please double-check your work is submitted to the correct location and resubmit to the correct folder, if necessary, prior to the due date and time.
- No graded assignments should be emailed directly to Dr. Lamb-Gilbert. Please utilize Carmen to submit assignments, or the assignment will receive a zero.
- Any document that is submitted on Carmen and is corrupted/unreadable/unable to be opened will receive a zero.

If you have an extenuating circumstance, such as a death of someone close to you, university-sponsored conference or athletic activity, serious illness, surgery, hospitalization, or a serious veterinary emergency that may disrupt your schedule, please provide Dr. Lamb-Gilbert with documentation and keep me posted about the situation. I will work with you individually to assure you are able to complete all course activities.

Grading scale

391-420 points (93-100%) A
 378-390 points (90-92.9%) A-
 365-377 points (87-89.9%) B+
 349-364 points (83-86.9%) B
 336-348 points (80-82.9%) B-
 323-335 points (77-79.9%) C+
 307-322 points (73-76.9%) C
 294-306 points (70-72.9%) C-
 281-293 points (67-69.9%) D+
 252-280 points (60-66.9%) D
 251 points and below (59.9% and below) E

Instructor feedback and response time

I am providing the following list to give you an idea of my intended availability throughout the course. (Remember that you can call **614-688-4357(HELP)** at any time if you have a technical problem.)

- **Grading and feedback on all assignments:** For all weekly assignments (chapter questions, essays, discussion posts and responses), you can generally expect feedback within seven to fourteen days of the due date.
- **Email:** I will reply to e-mails within 24-48 hours, unless your email requires some time to compile necessary information, in which case I will respond with an expected timeframe for a response. I will not be working on Sundays, so please do not expect an immediate response on that day.

OTHER COURSE POLICIES

Discussion and communication guidelines

The following are my expectations for how we should communicate as a class. Above all, please remember to be respectful and thoughtful.

- **Writing style:** Please use appropriate grammar, spelling, and punctuation in online class discussions.
- **Tone and civility:** Many of the readings will cover material that may evoke strong feelings. As such, it is expected that students approach the material in a thoughtful and mature manner and are asked to remain respectful of the diversity of opinions of other students in the class. Please maintain a climate in which students can disagree amicably in online discussions. **Degrading or disrespectful behavior toward other students will not be tolerated in this class. I will speak with students privately to resolve ongoing occurrences of disrespectful behavior online or in person that come to my attention.**

- **Citing your sources:** When completing all assignments, including online discussions, please cite your sources to provide support for the points made. (I have provided an ASA style citation on Carmen, and I will provide further information on this as well).
- **Backing up/saving your work:** Although you may choose to enter your responses in a text box for all assignments, it is strongly recommending you compose your assignments in a word processing program, and save them on your computer.
- **Privacy/confidentiality:** It is not expected that students share personal information in class discussions unless they choose to do so. If students choose to do so, please keep any information shared during class discussions confidential. If for some personal reason, specific topics from this course are difficult for you to read or discuss, please speak with me personally during office hours or a mutually acceptable time.

Academic integrity policy

See **Descriptions of major course assignments**, above, for my specific guidelines about collaboration and academic integrity in the context of this online class.

It is the responsibility of the Committee on Academic Misconduct to investigate or establish procedures for the investigation of all reported cases of student academic misconduct. The term “academic misconduct” includes all forms of student academic misconduct wherever committed; illustrated by, but not limited to, cases of plagiarism and dishonest practices in connection with examinations. Instructors shall report all instances of alleged academic misconduct to the committee (Faculty Rule 3335-5-487). For additional information, see the Code of Student Conduct <http://studentlife.osu.edu/csc/>.

If I suspect that a student has committed academic misconduct in this course, I am obligated by university rules to report my suspicions to the Committee on Academic Misconduct. If COAM determines that you have violated the university’s *Code of Student Conduct* (i.e., committed academic misconduct), the sanctions for the misconduct could include a failing grade in this course and suspension or dismissal from the university.

If you have any questions about the above policy or what constitutes academic misconduct in this course, please contact me.

Other sources of information on academic misconduct (integrity) to which you can refer include:

- Committee on Academic Misconduct web page (go.osu.edu/coam)
- Ten Suggestions for Preserving Academic Integrity (go.osu.edu/ten-suggestions)

Student Services and Advising

University Student Services can be accessed through BuckeyeLink. More information is available here: <https://contactbuckeyelink.osu.edu/>

Advising resources for students are available here: <http://advising.osu.edu>

Copyright for instructional materials

The materials used in connection with this course may be subject to copyright protection and are only for the use of students officially enrolled in the course for the educational purposes associated with the course. Copyright law must be considered before copying, retaining, or disseminating materials outside of the course.

Statement on Title IX

All students and employees at Ohio State have the right to work and learn in an environment free from harassment and discrimination based on sex or gender, and the university can arrange interim measures, provide support resources, and explain investigation options, including referral to confidential resources. If you or someone you know has been harassed or discriminated against based on your sex or gender, including sexual harassment, sexual assault, relationship violence, stalking, or sexual exploitation, you may find information about your rights and options at titleix.osu.edu or by contacting the Ohio State Title IX Coordinator at titleix@osu.edu. Title IX is part of the Office of Institutional Equity (OIE) at Ohio State, which responds to all bias-motivated incidents of harassment and discrimination, such as race, religion, national origin and disability. For more information on OIE, visit equity.osu.edu or email equity@osu.edu.

Commitment to a diverse and inclusive learning environment

The Ohio State University affirms the importance and value of diversity in the student body. Our programs and curricula reflect our multicultural society and global economy and seek to provide opportunities for students to learn more about persons who are different from them. We are committed to maintaining a community that recognizes and values the inherent worth and dignity of every person; fosters sensitivity, understanding, and mutual respect among each member of our community; and encourages each individual to strive to reach his or her own potential. Discrimination against any individual based upon protected status, which is defined as age, color, disability, gender identity or expression, national origin, race, religion, sex, sexual orientation, or veteran status, is prohibited.

Land Acknowledgement

We would like to acknowledge the land that The Ohio State University occupies is the ancestral and contemporary territory of the Shawnee, Potawatomi, Delaware, Miami, Peoria, Seneca, Wyandotte, Ojibwe and Cherokee peoples. Specifically, the university resides on land ceded in the 1795 Treaty of Greenville and the forced removal of tribes through the Indian Removal Act of 1830. I/We want to honor the resiliency of these tribal nations and recognize the historical contexts that has and continues to affect the Indigenous peoples of this land.

More information on OSU's land acknowledgement can be found here:

<https://mcc.osu.edu/about-us/land-acknowledgement>

Your mental health

As a student you may experience a range of issues that can cause barriers to learn, such as strained relationships, increased anxiety, alcohol/drug problems, feeling down, difficulty concentrating and/or lack of motivation. These mental health concerns or stressful events may lead to diminished academic performance or reduce a student's ability to participate in daily activities. No matter where you are engaged in distance learning, The Ohio State University's Student Life Counseling and Consultation Service (CCS) is here to support you. If you find yourself feeling isolated, anxious or overwhelmed, on-demand resources are available at go.osu.edu/ccsondemand. You can reach an on-call counselor when CCS is closed at 614- 292-5766, and 24-hour emergency help is also available through the 24/7 National Prevention Hotline at 1-800-273-TALK or at suicidepreventionlifeline.org. The Ohio State Wellness app is also a great resource available at go.osu.edu/wellnessapp.

ACCESSIBILITY ACCOMMODATIONS FOR STUDENTS WITH DISABILITIES

Requesting accommodations

The university strives to make all learning experiences as accessible as possible. If you anticipate or experience academic barriers based on your disability including mental health, chronic or temporary medical conditions, please let me know immediately so that we can privately discuss options. To establish reasonable accommodations, I may request that you register with Student Life Disability Services. After registration, make arrangements with me as soon as possible to discuss your accommodations so that they may be implemented in a timely fashion. **SLDS contact information:** slds@osu.edu; 614-292-3307; 098 Baker Hall, 113 W. 12th Avenue.

Accessibility of course technology

This online course requires use of CarmenCanvas (Ohio State's learning management system) and other online communication and multimedia tools. If you need additional services to use these technologies, please request accommodations with your instructor.

- Canvas accessibility (go.osu.edu/canvas-accessibility)
- Streaming audio and video
- CarmenZoom accessibility (go.osu.edu/zoom-accessibility)
- Collaborative course tools

COURSE SCHEDULE

Refer to the Carmen course for up-to-date assignment due dates.

Week 1		Read: 1) Course Syllabus
8/24-8/29		Do: 1) Respond to Class Discussion #1 on Carmen (Your own response; no response to other students is required this week, although you may if you wish) 2) Complete Beginning of Course Assessment Quiz (no materials are needed, complete based on your existing knowledge) Due by Sunday, August 29th at 11:59 p.m.
Week 2		Read: 1) Healey and Stepnick book, Chapter 1—Diversity in the United States: Questions and Concepts
8/30-9/5		Do: 1) Watch Chapter 1 Lecture (posted on Carmen) 2) Complete Chapter 1 question(s) from Healey and Stepnick book (instructions posted on Carmen) Due by Sunday, September 5th at 11:59 p.m.
Week 3		Read: 1) Healey and Stepnick book, Chapter 2--Assimilation and Pluralism: From Immigrants and White Ethnics
9/6-9/12		Do: 1) Respond to Class Discussion #2 on Carmen (your own post) 2) Watch Chapter 2 Lecture (posted on Carmen) 3) Complete Chapter 2 question(s) from Healey and Stepnick book (instructions posted on Carmen) Due by Sunday, September 12th at 11:59 p.m.
Week 4		Read: 1) Healey and Stepnick book, Chapter 3--The Development of Dominant-Minority Group Relations in Preindustrial America: The Origins of Slavery
9/13-9/19		Do: 1) Watch Chapter 3 Lecture (posted on Carmen) 2) Complete Chapter 3 question(s) from Healey and Stepnick book (instructions posted on Carmen) Due by Sunday, September 19th at 11:59 p.m.
Week 5		Read: 1) Healey and Stepnick book, Chapter 4—Industrialization and Dominant-Minority Relations: From Slavery to Segregation and the Coming of Postindustrial Society
9/20-9/26		Do: 1) Respond to two students' posts from Class Discussion #2 2) Watch Chapter 4 Lecture (posted on Carmen) 3) Complete Chapter 4 question(s) from Healey and Stepnick book Due by Sunday, September 26th at 11:59 p.m.
Week 6		Read: 1) Healey and Stepnick book, Chapter 5--African Americans: From Segregation to Modern Institutional Discrimination and Modern Racism <u>and</u> 2) Seamster, Louise. 2019. Black Debt, White Debt. <i>Contexts</i> 18(1):30-35. (on Carmen)
9/27-10/3		Do: 1) Respond to Class Discussion #3 on Carmen (your own post)

		<p>2) Watch Chapter 5 Lecture (posted on Carmen)</p> <p>3) Complete Chapter 5 question(s) from Healey and Stepnick book</p> <p>Due by Sunday, October 3rd at 11:59 p.m.</p>
Week 7		<p>Read: 1) Hrapczynski, Katie M. & Leigh A. Leslie. 2018. Engagement in Racial Socialization Among Transracial Adoptive Families with White Parents. <i>Family Relations</i> 67:354-367 (on Carmen) <u>and</u></p> <p>2) Marr, Elisha. 2017. U.S. Transracial Adoption Trends in the 21st Century. <i>Adoption Quarterly</i> 20(3):222-251 (on Carmen)</p>
10/4-10/10		<p>Do: 1) Watch Segments 26 to 34 of <i>Adopted: We Can do Better</i> (see Films on Demand through the OSU library webpage)—link/access instructions on Carmen</p> <p>2) Watch Transracial Adoption Lecture on Carmen</p> <p>3) Complete Essay #1 (instructions posted on Carmen)</p> <p>Due by Sunday, October 10th at 11:59 p.m</p>
Week 8		<p>Read: 1) Healey and Stepnick book, Chapter 6--Native Americans: From Conquest to Tribal Survival in a Postindustrial Society</p>
10/11-10/17		<p>Do: 1) Watch Chapter 6 Lecture (posted on Carmen)</p> <p>2) Complete Chapter 6 question(s) from Healey and Stepnick book (instructions posted on Carmen)</p> <p>6) Respond to two students' posts from Class Discussion #3</p> <p>5) Respond to Class Discussion #4 on Carmen (your own post)</p> <p>Due by Sunday, October 17th at 11:59 p.m.</p>
Week 9		<p>Read: 1) Healey and Stepnick book, Chapter 7: Hispanic Americans: Colonization, Immigration, and Ethnic Enclaves <u>and</u></p> <p>2) Tran, V. 2016. Social Mobility Among Second-Generation Latinos. <i>Contexts</i> 15(2):28-33. (on Carmen)</p>
10/18-10/24		<p>Do: 1) Watch Chapter 7 Lecture (posted on Carmen)</p> <p>2) Complete Chapter 7 question(s) from Healey and Stepnick book (instructions posted on Carmen)</p> <p>Due by Sunday, October 24th at 11:59 p.m.</p>
Week 10		<p>Read: 1) Pettit, Becky and Carmen Gutierrez. 2018. Mass Incarceration and Racial Inequality. <i>American Journal of Economics and Society</i> 77(3-4):1153-1182. (On Carmen)</p>
10/25-10/31		<p>Do: 1) Respond to two students' posts from Class Discussion #4</p> <p>2) Watch Mass Incarceration lecture (posted on Carmen)</p> <p>3) Complete Essay #2 (instructions posted on Carmen)</p> <p>Due by Sunday, October 31st at 11:59 p.m.</p>
Week 11		<p>Read: 3) Healey and Stepnick book Chapter 8: Asian Americans: Model Minorities? <u>and</u></p> <p>4) Zhou, Min. 2004. Are Asian Americans Becoming "White"? <i>Contexts</i> 3(1): 29-37.</p>
11/1-11/7		<p>Do: 1) Watch Chapter 8 lecture (posed on Carmen)</p>

		<p>2) Complete Chapter 8 question(s) from Healey and Stepnick book (instructions posted on Carmen)</p> <p>3) Respond to Class Discussion #5 on Carmen (your own post)</p> <p>Due by Sunday, November 7th at 11:59 p.m.</p>
Week 12		Read: 1) Healey and Stepnick book Chapter 9: New Americans, Assimilation, and Old Challenges
11/8-11/14		<p>Do: 1) Watch Chapter 9 lecture (posed on Carmen)</p> <p>2) Complete Chapter 9 question(s) from Healey and Stepnick book (instructions posted on Carmen)</p> <p>3) Respond to Class Discussion #6 on Carmen (your own post)</p> <p>Due by Sunday, November 14th at 11:59 p.m.</p>
Week 13		Read: 1) Healey and Stepnick book Chapter 10: Minority Groups and U.S. Society: Themes, Patterns, and the Future
11/15-11/21		<p>Do: 1) Respond to two students' posts from Class Discussion #5</p> <p>2) Watch Chapter 10 lecture (posted on Carmen)</p> <p>3) Complete Chapter 10 question(s) from Healey and Stepnick book (instructions posted on Carmen)</p> <p>Due by Sunday, November 21st at 11:59 p.m.</p>
Week 14		Read: None
11/22-11/28		<p>Do: 1) Complete Essay #3 (instructions posted on Carmen)</p> <p>2) Comment on two students' posts from Class Discussion #6</p> <p>Due by Sunday, November 28th at 11:59 p.m.</p>
Week 15		No required reading this week, refer back to prior readings as needed
11/29-12/5		<p>Do: 1) Complete End of Course Assessment Quiz</p> <p>2) Complete <u>optional</u> Bonus Essay if desired (instructions posted on Carmen)</p> <p>Due by Sunday, April 25 at 11:59 p.m.</p>

SOC 3380: Race in America
Ohio State University, Columbus, OH
Autumn 2018
T & R: 11:10 a.m. – 12:30 p.m.
Dr. Korie Edwards

Contact Information

Telephone number: 614-247-8482.
Email: edwards.623@osu.edu

Office Hours

Office: 216 Townshend Hall
Hours: Tuesdays and Thursday, 10:00 am -11:00 am & 1:00 pm - 2:00 pm or by appointment

Course Objectives

A scholar is someone who produces knowledge and expands our understanding of the world. For this course, this means our *social* world. Good scholars own their ideas, listen to and respect the ideas of others, actively engage in intellectual dialogue, both written and oral, and modify their approach and ideas whenever appropriate. In this course, *you* are a scholar! So, I ask you to really identify as such by engaging course materials, always coming to class prepared, and actively contributing to the development of new knowledge in this course. I also ask you to respect your ideas and perspectives as valid, but also worthy of critique. This requires courage, no doubt. But, take confidence in this. You have a unique and important contribution to make. Only you can make it. Know this. Own this. Never forget it!

Now that we settled that you are a scholar... The United States is one of the most racially and ethnically diverse countries in the world. Race and ethnicity take on important meaning in this country. Not only are race and ethnicity central to how people are socially stratified, but they are the basis of collective identities and impact individuals' everyday interactions. In this course, we will examine the historical and social development of race and ethnicity in the United States through a sociological lens. We will discuss the origins of racial/ethnic inequality and how these relate to current patterns of intergroup relation. We will look at existing theories and knowledge that attempt to explain the circumstances of various racial and ethnic groups.

GEC Learning Objectives: Sociology 3380 fulfills the GEC Social Science requirement. The key learning objectives of the GEC Social Science requirement are:

- 1) Students understand the theories and methods of scientific inquiry as they apply to the study of individuals, groups, organizations, and societies;
- 2) Students comprehend human differences and similarities in various psychological, social, cultural, economic, geographic, and political contexts; and
- 3) Students develop abilities to comprehend and assess individual and social values, and recognize their importance in social problem solving and policy making.

Readings

- 1) Healey, Joseph and Stepnick, Andi. *Diversity and Society: Race, Ethnicity, and Gender*. Los Angeles: Sage Press.
- 2) DuBois, W.E.B. 1989. *The Souls of Black Folk*. New York: Random House.

In addition to these books, there are additional required readings. They are listed in the course schedule and available on CARMEN.

Course Requirements

Requirements	Points
Class Attendance	15
Class Participation	35
Analytical Book Review	50
Midterm Exam	100
Research Project	75
Research Presentation	25
Final Exam	100
TOTAL	400

- 1) Class Attendance: 15 points.
 - Attendance will be taken regularly at the beginning of class. If you must miss class, be sure to get notes from a class colleague and find out if any announcements were made during class.
- 2) Class Participation: 35 points
 - Regularly engaging in class discussion.
 - Written reactions to class readings marked with *. There are seven selections for this assignment. *You are required to do five only. You choose which five.*
- 3) Analytical Book Review: 50 points.
 - Book: *The Souls of Black Folk*.
 - For the analytical book review, highlight the key socio-historical themes raised by the book; connect these themes to other relevant material we have read or discussed in class; *and* provide your critical evaluation and reaction to the book. A more detailed assignment sheet is available on CARMEN.
 - Book review length requirement: 5-6 typed, double-spaced pages with 1” margins using 12 point Times Roman font.
 - NOTE: 15 POINTS will be automatically DEDUCTED from LATE analytical book reviews.

- 4) Midterm Exam: 100 points.
- The midterm exam is closed book/closed notes and will include multiple choice, short answer and essay questions.
- 5) Research Project: 75 points
- As part of a team, you will conduct a research project on race and ethnicity.
 - The research projects are conducted in *teams of four*.
 - Develop a research question you and your collaborators would like to address.
 - Choose one social setting where you think you can answer your research question.
 - *Each* collaborator does the following:
 - a) Interviews at least three people each.
 - a) As a team, develop an interview guide that aims to address your research question on race and ethnicity.
 - b) Interview three people each. Take very detailed notes on the interviews, being very careful to accurately record respondents' answers to your questions.
 - c) Type up the interview guide and the answers to each question for each respondent you interview.
 - d) All interview notes need to be typed using 12 point Times New Roman font. Each page needs to have 1" margins. Embed the responses in the interview guides so that the responses follow each question.
 - e) Again, this is for each interview.
 - f) Physical context: For every interview, note the date, day and time of the interview as well as the location.
 - g) Social context: For every interview, note at least the age, race, ethnicity, educational attainment and gender of the respondent.
 - b) Observes the environment, social interactions and activities of the people in this social setting on **3 different days for at least 30 minutes each**.
 - Immediately after each observation, take field notes. Field notes are a written record of your observation - what you saw, heard, smelled, even tasted, if applicable. Use about a half page writing about how you felt during each thirty-minute observation as well. Were you afraid, happy, sad, embarrassed, bored, anxious, etc? Be detailed and specific throughout your notes. Also, be sure to record the date, time and exact location of each observation.
 - Field note record length requirement: Each field note record should be at least three typed, double-spaced pages with 1" margins using 12 point Times New Roman font. Again, use about a half page of the three pages to write about your feelings.
 - Research paper length requirement: 10 -12 typed, double-spaced pages with 1" margins using 12 point Times New Roman font. *One paper per team*.
 - A complete research project will include the following: research paper, three field note records from *each* collaborator; interview guide; and detailed notes from each interview.
 - Participation Assessments: Collaborative research is common practice in academia. However, I recognize that this assignment is for individual grades. For the research project, I would like you to submit a paragraph summarizing how you and your collaborators divided the responsibilities for the assignment, your actual contributions

to the project, and your collaborators' actual contributions to the project. Please submit these assessments to me only via CARMEN the day the assignment is due.

- NOTE: 15 POINTS will be automatically DEDUCTED from LATE research projects.

6) Research Presentation: 25 points

- Each team presents their research to the class (25 points)

7) Final Exam: 100 points.

- The final exam is closed book/closed notes and will include multiple choice, short answer and essay questions. It is NOT cumulative.

NOTE: There are no make-up exams except under extenuating circumstances and if you have informed me in advance. NO MAKEUP EXAMS will be permitted after scheduled times.

Assignment Protocol

- 1) All assignments are due at the BEGINNING of class on the scheduled due dates. Otherwise, they are marked LATE and noted penalties will be taken.
- 2) You are expected to keep back-up copies of all your assignments.
- 3) Additionally, all of your assignments should have a title page with your name, SOC 380, the date and type of assignment (i.e. analytical book review, etc.).
- 4) Your assignments need to be securely stapled.
- 5) All pages need to have footers with the page number, and your last name(s) and first initial(s).

Course Schedule and Reading Assignments (Subject to Change)

Dates	Assignments
August 21	Class introduction
August 23	Becoming a Scholar I: Getting to know you. Getting to know us.
August 28	<i>Diversity and Society</i> : Chapter 1: Diversity in the United States, Pages 3-24.
August 30	<i>Diversity and Society</i> : Chapter 1: Diversity in the United States Pages 24-46. <i>The Souls of Black Folk</i> , Forethought and Chapter 1
September 4	<i>Diversity and Society</i> : Chapter 2: Assimilation and Pluralism, Pages 47-57.
September 6	<i>Diversity and Society</i> : Chapter 2: Assimilation and Pluralism Pages 57-99. <i>The Souls of Black Folk</i> , Chapter 2 <i>Real Talk</i>
September 11	<i>Diversity and Society</i> : Chapter 3: The Development of Dominant-Minority Group Relations in Preindustrial America: The Origins of Slavery
September 13	<i>The Souls of Black Folk</i> , Chapter 3 – 4 <i>Real Talk</i>
September 18	<i>Diversity and Society</i> : Chapter 4: Industrialization and Dominant-Minority Relations: From Slavery to Segregation and the Coming of Postindustrial Society
September 20	<i>How to do social scientific research?</i>
September 25	<i>Doing research for this course</i>
September 27	<i>Video: The Difference Between Us</i>

Course Schedule and Reading Assignments – Continued (Subject to Change)

October 2	<i>MIDTERM EXAM</i>
October 4	<i>Diversity and Society: Chapter 5: African Americans: From Segregation to Modern Institutional Discrimination and Modern Racism.</i>
October 9	<i>Excerpt from...Alexander, Michelle. 2012. The New Jim Crow: Mass Incarceration in the United States. New York: The New Press.*</i> <i>Real Talk</i>
October 11	<i>The Souls of Black Folk, Chapter 5 -6</i> <i>Diversity and Society: Chapter 6: American Indians: From Conquest to Tribal Survival in a Postindustrial Society.</i>
October 16	Cantzler, Julia Miller and Megan Huynh. 2016. "Native American Environmental Justice as Decolonization." <i>American Behavioral Scientist</i> 60: 203-223.* <i>Real Talk</i>
October 18	<i>Diversity and Society: Chapter 7: Hispanic Americans: Colonization, Immigration, and Ethnic Enclaves.</i> <i>The Souls of Black Folk, Chapter 7-8</i>
October 23	Gonzalez, Roberto G. 2011. "Learning to Be Illegal: Undocumented Youth and Shifting Legal Contexts in the Transition to Adulthood." <i>American Sociological Review</i> 76: 602-619.* <i>Real Talk</i>
October 25	<i>Video: The Story We Tell</i>
October 30	<i>The Souls of Black Folk, Chapter 9</i> <i>Real Talk</i>
November 1	<i>Special Topic: Race, Ethnicity and Religion</i> <i>The Souls of Black Folk, Chapter 10 &12</i> ANALYTICAL BOOK REVIEW DUE

Course Schedule and Reading Assignments-Continued (Subject to Change)

Dates	Assignments
November 6	<i>Diversity and Society</i> : Chapter 8: Asian Americans: “Model Minorities?” “Neither <i>Real</i> Americans nor <i>Real</i> Asians? Multigeneration Asian Ethnics Navigating the Terrain of Authenticity” by Mia Tuan in <i>Qualitative Sociology</i> 22:105-125.
November 8	<i>Diversity and Society</i> : Chapter 9: New Americans, Assimilation, and Old Challenges “White Privilege: Unpacking the Invisible Knapsack” by Peggy McIntosh* <i>Real Talk</i>
November 13	<i>Diversity and Society</i> : Chapter 10: Minority Groups and U.S. Society: Themes, Patterns, and the Future “Beyond Black and White: Remaking Race in America” by Jennifer Lee and Frank D. Bean in <i>Contexts</i> 2:26-33*
November 15	<i>Excerpt from...</i> Desmond, Matthew. 2012. <i>Evicted: Poverty and Profit in the American City</i> . New York: Broadway Books.* <i>Real Talk</i>
November 20	Video: <i>The House We Live In</i>
November 27	<i>Collective Review Day</i>
November 29	<i>CLASS PRESENTATIONS</i>
December 4	<i>CLASS PRESENTATIONS</i>
December 6	<i>CLASS PRESENTATIONS</i> <i>RESEARCH PROJECTS DUE</i>
December 10 @ 12:00-1:45 PM	<i>Final Exam</i>

Grading

Final Grade	Points
A	372+ points
A-	360-371 points
B+	348-359 points
B	332-347 points
B-	320-331 points
C+	308-319 points
C	292-307 points
C-	280-291 points
D+	268-279 points
D	240-267 points
E	<240 points

Academic Misconduct:

It is the responsibility of the Committee on Academic Misconduct to investigate or establish procedures for the investigation of all reported cases of student academic misconduct. The term “academic misconduct” includes all forms of student academic misconduct wherever committed; illustrated by, but not limited to, cases of plagiarism, cheating, fabricating information, having unauthorized possession of exams, submitting work of another person or work previously used without informing the instructor, tampering with the academic work of others, or other dishonest practices in connection with examinations, quizzes and assignments. Alleged acts of academic misconduct will be reported to the Committee on Academic Misconduct (Faculty Rule 3335-5-487) and will result in severe penalties. For additional information, see the Code of Student Conduct (http://studentaffairs.osu.edu/info_for_students/csc.asp).

Disability Services

Students with disabilities that have been certified by the Office for Disability Services will be appropriately accommodated, and should inform me as soon as possible of their needs. The Office for Disability Services is located in 150 Pomerene Hall, 1760 Neil Avenue; telephone 292-3307; TDD 292-0901; <http://www.ods.ohio-state.edu/>.

Unpaid Fees

Faculty rules specify that students are to have their fees paid by the first day of enrollment for the quarter. [Faculty Rule 3335-9-12]. If you have not paid your fees, you will not be allowed to continue attending class until: 1. Your fees are paid, OR 2. You have met with a Sociology Advisor and a Financial Aid Counselor and are working to get your fees paid.

Copyright and Appropriate Use of Course Materials

Dr. Korie L. Edwards owns the copyright to the syllabus, exams, handouts, study aides, in-class lectures and other materials distributed or demonstrated in this course. They are provided solely for the educational use of students enrolled in this course. You are not permitted to copy or re-distribute them for purposes unapproved by the instructor; in particular you are not permitted to publicly post or otherwise redistribute course materials or your lecture notes. Unauthorized use of course materials may be considered academic misconduct and a violation of copyright law.

Arts and Sciences Distance Learning Course Component Technical Review Checklist

Course: Sociology 3380

Instructor: TBD

Summary: Race and Ethnic Relations in the US

Standard - Course Technology	Yes	Yes with Revisions	No	Feedback/ Recomm.
6.1 The tools used in the course support the learning objectives and competencies.	X			<ul style="list-style-type: none"> • Office 365 • Carmen
6.2 Course tools promote learner engagement and active learning.	X			<ul style="list-style-type: none"> • Asynchronous lectures. • Carmen discussion boards
6.3 Technologies required in the course are readily obtainable.	X			All tech is readily accessible and available.
6.4 The course technologies are current.	X			The majority of the tech is web based and updated regularly.
6.5 Links are provided to privacy policies for all external tools required in the course.	X			No 3 rd party tools are used
Standard - Learner Support				
7.1 The course instructions articulate or link to a clear description of the technical support offered and how to access it.	X			Links to 8HELP are provided.
7.2 Course instructions articulate or link to the institution's accessibility policies and services.	X			a
7.3 Course instructions articulate or link to an explanation of how the institution's academic support services and resources can help learners succeed in the course and how learners can obtain them.	X			b
7.4 Course instructions articulate or link to an explanation of how the institution's student services and resources can help learners succeed and how learners can obtain them.	X			c
Standard – Accessibility and Usability				
8.1 Course navigation facilitates ease of use.	X			Recommend using the Carmen Distance Learning "Master Course" template developed by ASC and available in the Canvas Commons to provide student-users with a consistent user experience in terms of navigation and access to course content.
8.2 Information is provided about the accessibility of all technologies required in the course.	X			No 3 rd party tools are used.
8.3 The course provides alternative means of access to course materials in formats that meet the needs of diverse learners.	X			Recommend that resources be developed to address any requests for alternative means of access to course materials.
8.4 The course design facilitates readability	X			Recommend using the Carmen Distance Learning "Master Course" template developed by ASC and available in the Canvas Commons to provide student-users with a consistent user experience in terms of navigation and access to course content.
8.5 Course multimedia facilitate ease of use.	X			All assignments and activities that use the Carmen LMS with embedded multimedia

				facilitates ease of use. All other multimedia resources facilitate ease of use by being available through a standard web browser.
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Reviewer Information

- Date reviewed: 7/12/21
- Reviewed by: Ian Anderson

Notes: Looks good!

^aThe following statement about disability services (recommended 16 point font):
 The university strives to make all learning experiences as accessible as possible. If you anticipate or experience academic barriers based on your disability including mental health, chronic or temporary medical conditions, please let me know immediately so that we can privately discuss options. To establish reasonable accommodations, I may request that you register with Student Life Disability Services. After registration, make arrangements with me as soon as possible to discuss your accommodations so that they may be implemented in a timely fashion. **SLDS contact information:** slds@osu.edu; 614-292-3307; 098 Baker Hall, 113 W. 12th Avenue.

^bAdd to the syllabus this link with an overview and contact information for the student academic services offered on the OSU main campus. <http://advising.osu.edu>

^cAdd to the syllabus this link with an overview and contact information for student services offered on the OSU main campus. <https://contactbuckeyelink.osu.edu/>