

Abilene Approval Chart for Curriculum Changes

A = Approve I = Information Item R = Respond in Writing

Course Number SOCI 380 or Degree Plan(s) _____
 State the requested change and reason. A memo may be attached if more space is necessary.

Our department is requesting to add SOCI 380 to the cultural literacy menu. See attached application and syllabus.

Indicate the requested change.

	Change to a Course	Dept./School ¹	College	Dean	TEC	UGEC	AUAC/Grad	Provost	President
1.	Title (description unchanged)	A	A	A	I	–	I	I	I
2.	Description (not affecting content)	A	A	A	I	–	I	I	I
3.	Course term(s)	A	I	A	I	–	I	I	I
4.	Content (change of course outcomes)	A	A	A	I	–	I	A	I
5.	Number of hours (lecture, lab, contact)	A	A	A	A	–	A	A	I
6.	Course number within the hundred	A	A	I	I	–	I	I	I
7.	Course number beyond the hundred	A	A	A	A	–	A	A	I
8.	Prerequisites	A	A	A	I	–	I	I	I
9.	Course fee(s)	A	–	A	–	–	–	A	I
10.	From U to G <i>or</i> G to U	A	A	A	A	–	A	A	I
11.	Cross-list course	A	A	A	A	–	A	A	I
12.	Department of record	A	A	A	A	–	A	A	I
13.	Close a course	A	A	A	A	–	A	A	I
14.	New course (includes combining or splitting courses)	A	A	A	A	–	A	A	I

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	Change to the University Requirements (All Campuses)	Dept./School¹	College	Dean	TEC	UGEC	AUAC/Grad	Provost	Faculty	President	Trustees
1.	University Requirements — Change course outcomes of an included course ²	A	A	A	–	A	–	A	–	A	–
2.	University Requirements — Add or drop a required course from the University Requirements ²	A	A	A	–	A	–	A	A	A	–
3.	University Requirements — Add or drop a course from a menu within the University Requirements ²	A	–	–	–	A	–	A	–	A	–
4.	University Requirements — Change hours within a menu in the University Requirements ²	A	A	A	–	A	–	A	A	A	–
	Change to Catalog Information (for Campus)										
1.	General Requirements for Bachelor's Degrees and Associate's Degrees	–	–	–	–	–	A	A	A	A	–
2.	Policies governing academic probation and suspension	–	–	–	–	–	A	A	A	A	–
3.	Requirements for graduating with honors	–	–	–	–	–	A	A	A	A	–
	Change to a Degree Plan Proposed by Faculty or College										
5.	Educational Program — Revise ³	A	A	A	A	–	A	A	–	A	–
6.	Educational Program — Adopt/change admission requirements	A	A	A	A	–	A	A	–	A	–
7.	Educational Program — Add ³	A	A	A	A	–	A	A	A	A	I
8.	Educational Program — Discontinue	A	A	A	A	–	A	A	A	A	I
9.	GPA — Revise program-required GPAs	A	A	A	A	–	A	A	–	A	–
10.	Minor — Revise	A	A	A	I	–	I	I	–	I	–
11.	Minor — Add	A	A	A	A	–	A	A	–	A	–
12.	Minor — Discontinue	A	A	A	A	–	A	A	–	A	–
13.	Degree — Add	A	A	A	A	–	A	A	A	A	I
14.	Degree — Discontinue	A	A	A	A	–	A	A	A	A	I
	Change to a Degree Plan Proposed By Provost										
15.	Educational Program — Discontinue	R	–	R	A	–	A	A	A	A	I
16.	Minor — Discontinue	R	–	R	A	–	A	A	–	A	–
17.	Degree — Discontinue	R	–	R	A	–	A	A	A	A	I

¹ When an academic unit does not have a council, the UGEC and/or UUAC will serve as its academic council, depending on the nature of the issue.

² Courses that satisfy ACU's University Requirements will normally have lower-level numbering, be free of prerequisites and co-requisites, appeal to more than one or two majors, and "not narrowly focus on those skills, techniques, and procedures specific to a particular occupation or profession" (SACS 2.7.3). Departments may request exceptions to the first three criteria.

³ For undergraduate majors, a minimum of 30 hours is required. These programs must have a minimum of 6 elective hours, unless the requirements of external accrediting bodies make it impossible.

Department/School Chair(s)	
 _____ <i>Signature</i>	_____ 9-15-2022 <i>Approval date</i>
_____ <i>Signature</i>	_____ <i>Approval date</i>

College Academic Council(s)	
_____ <i>Signature</i>	_____ <i>Approval date</i>
_____ <i>Signature</i>	_____ <i>Approval date</i>

Dean(s)	
_____ <i>Signature</i>	_____ <i>Approval date</i>
_____ <i>Signature</i>	_____ <i>Approval date</i>

Teacher Education Council	
_____ <i>Chair's signature</i>	_____ <i>Approval date</i>

University General Education Council	
_____ <i>Chair's signature</i>	_____ <i>Approval date</i>

Abilene Undergraduate Academic Council	
_____ <i>Chair's signature</i>	_____ <i>Approval date</i>

Graduate Council	
_____ <i>Chair's signature</i>	_____ <i>Approval date</i>

Provost	
_____ <i>Signature</i>	_____ <i>Approval date</i>

Faculty	
_____ <i>Chair of Faculty Senate</i>	_____ <i>Approval date</i>

President	
_____ <i>Signature</i>	_____ <i>Approval date</i>

Application for Cultural Literacy Menu

Guidelines For All General Education Courses

1. All general education courses must be 100-level or above.
2. General education courses should present a breadth of knowledge, not focusing on skills, techniques, and procedures specific to a particular occupation or profession.
3. Individual courses will fulfill only a single general education requirement.
4. Courses free of prerequisites are preferred. Applications to add courses with prerequisites must provide additional evidence that the course contributes to a student's breadth of knowledge and is not specific to a particular occupation or profession.
5. Each course may appear on a maximum of two menus that accept applications (arts and humanities, cultural literacy, life and physical sciences, and social and behavioral sciences).

Cultural Literacy Description

Courses within this domain provide students opportunity to develop informed discourse and understand the interconnectedness of diverse peoples. Additionally, students will courageously interrogate their own internal processes about diversity and equity. Courses satisfying this menu will assist students to 1) explore global, historical, and cultural experiences of diverse populations, and 2) interrogate one's internal and external views and values for greater self-awareness.

Instructions

Complete this form and submit it with a course syllabus and approval chart to the University General Education Council. Faculty submitting an application should be prepared to perform annual assessment for their course. The assessment will be conducted with the rubric included in this course application.

Subject code, course number, and title of course:	SOCI 380, Urban and Community Studies (Renamed recently: Race, Place, and Justice)
Terms offered:	Summer
Catalog description:	Previous: The nature, processes, and trends of urbanization and their impact upon the social systems, the family, and the individual. Special emphasis on U.S. cities and related research. New: Experiential learning course. Students enhance their understanding of community development, urban demographic and social change, including the history and trajectory of social problems.
Course prerequisites:	None

Cross-listed courses: *Note: Many gen ed courses are cross-listed between the Abilene and Dallas campuses.	None
Other general education menus on which the course appears or you are applying for:	None

Description of Menu Fit

Please describe how your class fits into the Cultural Literacy Menu (200 words or less). The course description, this statement, and the course syllabus together should demonstrate that a substantial portion of the course content (about half) is dedicated to issues involving the three relevant outcomes listed below.

This course was designed with cultural literacy in mind. All course readings, class discussions, and assignments require students to engage in critical dialogue on complex topics, examining history, culture, racism/white supremacy, class inequality, gentrification, and urban enclaves. Such work requires students to demonstrate how social and historical contexts shape a community's culture and values. Course content also requires students to demonstrate their understanding of and respect for cultural, racial, and gender diversity in an urban context. Finally, students are required to reflect upon their own experiences with race, place, and other forms of inequality. This occurs throughout the course using reflective journal prompts.

Prerequisites

If the course has prerequisites, provide evidence that the course contributes to a student's breadth of knowledge. Also provide evidence that the course content is not specific to a particular occupation or profession (200 words or less).

None

Relevant Outcomes

At a minimum, a course applying to the Cultural Literacy menu must use at least one topic or activity listed below each of the mapped outcomes:

- B1: Demonstrate competent discourse in global, historical, and cultural experiences of diverse populations.
 - Account for and explain divergent perspectives on cultural phenomenon (e.g., female face-coverings in Islamic communities, "nepotism" in collectivistic contexts, aesthetic values in a certain historical period, etc.).
 - Demonstrate how social and historical contexts shape a community's worldview or cultural commitments.
 - Study or write a case study of inculturation, ritual, or morality that emerges from a specific cultural context.

- Identify underlying values, ideologies, perspectives, and attitudes that account for external cultural practices and products of a specific culture, particularly as these are expressed through its language.
- Through measurable assessments, compare the cultural perspectives of another culture with those of a student's own culture and reflect through adequate speech (oral or written) on how this knowledge prepares them to be culturally sensitive professionals.
- B2: Understand the interconnectedness of human experience with a posture of humility while celebrating difference.
 - Reflect on a specific issue(s) considering the notion of cultural humility or ethnorelativity.
 - Evaluate appreciatively the music, ritual, art, theatre, or religious expression of a different culture.
 - Engage in and reflect upon a special event or celebration that highlights a different cultural background.
 - Requires students to attend and actively participate in an event honoring or presenting one or more aspects of a racial/cultural group that they do not identify with and respond to that event by a writing assignment or another medium.
 - Study and evaluate an accepted institutional or association statement on culture, race, or diversity (e.g., [UN Declaration on Cultural Diversity](#), [American Anthropological Association Declaration on Anthropology and Human Rights](#), etc.) and reflect upon it from a discipline-specific and/or faith perspective.
 - Require students to both recognize and demonstrate their respect for differences along at least two of the following axes of difference: gender, class, religion, sexuality, disability, age, or a major cultural difference (e.g., race, ethnicity, individualism-collectivism, high-low power distance orientation, high-low uncertainty avoidance, etc.).
 - Analyze attitudes and practices of working with those of differing cultural perspectives (at the micro, mezzo, and macro levels) with a presence of humility while learning, communicating, offering help, and making decisions in professional practice and settings.
 - Create a rationale (moral, ethical, religious) for maintaining an interpersonal stance that is other-oriented (open to the other) in relation to aspects of cultural identity that are most important to a person or persons of a different cultural perspective.
 - Reflect upon the cultural dimensions of complex challenges of human interconnections (e.g., changing relations within and between human communities, changing relations with ecological and climatic conditions, shifts in technology, migration, environmental degradation, new technologies, etc.).
- B3: Interrogate one's internal and external views and values for greater self-awareness.

- Reflect upon one's social location regarding race and at least two of the following: gender, class, sexuality, disability, age.
- Create a framework to discuss and demonstrate critical reflection up cultural differences in the workplace
- Feature personal reflections which involves diverse cultural perspectives not typical of mainstream North American culture.
- Feature personal reflections on the intersection of biography (identifying the origins of the content of their reflections) and social inequality/injustice on race, gender, sexuality, social class, disability, and/or age
- Require students to read/listen/view content created by one or more persons whose work connects social inequality with personal experience.
- Examine systems of privilege and oppression that shape students' perspectives, values, and behavior, with a focus on race, gender, sexuality, social class, disability, and/or age.
- Require students to examine critically their social location regarding race as a system of inequality and at least two of the following: gender, sexuality, disability, age as systems of inequality.
- No less than 50% of course content focuses on one or more of the following: cultural difference, power, privilege, structural and institutional inequality.
- No less than 40% of course content features diverse sources of knowledge integrated throughout the semester, including but not limited to indigenous, spiritual, community-centered, or otherwise marginalized knowledges.
- No less than 40% of the course content focuses on structural and institutional social change in one or more of the following contexts: campus, community, state, nation, global region, or global system.
- Provide an account of why it is important not be neutral regarding power relations and cultural hegemony, especially white supremacy, and all forms of racism.

From the lists above, indicate which topic or activity fulfills this course's connection to each learning outcome.

Outcome	Topic or Activity
Outcome B1 Demonstrate competent discourse in global, historical, and cultural experiences of diverse populations.	Topic: Intersection of urban development and racism; Neighborhood change; migration Activity: Class session leadership

Outcome B2 Understand the interconnectiveness of human experience with a posture of humility while celebrating difference.	Topics: Class inequality and racism/white supremacy Activity: Book Response Papers
Outcome B3 Interrogate one's internal and external views and values for greater self-awareness.	Activity: Reflective Journal Prompts

Assessment

Ideally, assessment will occur within one or two exams/assignments. Please indicate which exams or assignments will be used for each outcome. These artifacts may be the same as the activities listed in the Relevant Outcomes section. Provide assignment prompts if available.

Area to Be Assessed	Assessment Artifact
Outcome B1	Class Leadership
Outcome B2	Book Response Paper
Outcome B3	Reflective Journal Prompts

Please use the following rubric to perform assessment each year.

Student Learning Outcome B1

Students will be able to:	Shortcomings	Meets Expectations	Points of Excellence
Demonstrate competent discourse in global, historical, and cultural experiences of diverse populations.	Shows little to no understanding of two or more of the areas of different experiences of diverse populations.	Conversant in experiences of diverse populations.	Demonstrates exceptional depth of understanding in discourse in all three areas of different experiences of diverse populations.

Student Learning Outcome B2

Students will be able to:	Shortcomings	Meets Expectations	Points of Excellence
Understand the interconnectedness of the human experience with a posture of humility.	Shows little to no understanding about connections among people and/or expresses cultural superiority.	Able to express understanding about connections among people and express that one's own culture or experiences are not superior to others.	Clearly expresses understanding about a connected, shared human experience and clearly expresses humility of perspective on human experiences.
Celebrate difference among people.	Unable to express value in the differences among individuals and/or cultures.	Able to express value in the differences among individuals and/or cultures.	Expresses persuasive advocacy for valuing human difference.

Student Learning Outcome B3

Students will be able to:	Shortcomings	Meets Expectations	Points of Excellence
Interrogate one's internal and external views and values for greater self-awareness.	Unable to acknowledge having a unique cultural viewpoint and/or unable to analyze the factors that contribute to it.	Expresses self-examination of a cultural viewpoint and expresses a conclusion about any potential individual blind spots due to that perspective.	Clearly expresses a thorough self-examination of one or more cultural viewpoints, expresses a conclusion about any potential individual blind spots due to that perspective, and expresses a plan for growth.

Abilene Christian University
SOCI 380.01
“Race, Place, and Justice”
Summer 1 Term 2021

Meets Monday through Thursday from 9 a.m. to 10 a.m. and from 3-6 p.m.

Instructor: Dan Morrison, PhD

Office Hours: before and after class Monday-Thursday and by appointment

Office: Sherrod 211

E-mail: dan.morrison@acu.edu

Phone: 325-674-2293

Mission of ACU

The mission of Abilene Christian University is to educate students for Christian service and leadership throughout the world.

Mission of the College of Arts and Sciences

The mission of the College of Arts and Sciences is to educate students for worldwide Christian service and leadership through programs of study and other learning experiences that blend a liberal arts education with professional and career education.

Mission of the Department of Communication and Sociology

The Department of Communication and Sociology equips graduates to communicate skillfully, conduct research, think critically, globally and missionally to prepare them for service in a variety of careers.

Catalog Description of SOCI 380

Experiential learning course. Students enhance their understanding of community development, urban demographic and social change, including the history and trajectory of social problems.

Integration of Faith and Learning

This course challenges students to connect their academic training in the field of sociology with their Christian vocation to bring health and healing to a world full of challenges and inequities. In this course, we investigate the social sources of suffering and injustice, and work to repair the places of brokenness and despair.

Pre/Corequisites: None

Audience: Undergraduate students enrolled at Abilene Christian University, all majors and backgrounds welcomed.

Required Texts

Phillips, Michael. 2010. *White Metropolis: Race, Ethnicity, and Religion in Dallas, 1841-2001*. Austin: University of Texas Press. ISBN: 9780292774247

Schutze, Jim. 2021. *The Accommodation: The Politics of Race in an American City*. Dallas: La Reunion/Deep Vellum. ISBN: 9781646050970

Sandoval-Strausz, A.K. 2019. *Barrio America: How Latino Immigrants Saved the American City*. New York: Basic Books. ISBN: 9781541697249

Student Learning Objectives

Competency	Measurement Instrument
Describe and analyze urban social inequalities	Class discussions Book Response
Connect social theories about urban and community life to a particular context	Journal Entries Class discussions
Reflect upon efforts at social change within cities	Journal Entries Class discussions Book Response
Assess efforts at social change within cities	Book Response Class discussions
Analyze the effects of historical, cultural, and demographic patterns on urban communities	Book Response Class discussions

Course Requirements

Course requirements consist of daily readings, discussion and participation, tests, book response papers, and an interview. Please read the descriptions below.

I. Daily Reading

The course schedule at the end of the syllabus provides an overview of the required reading for this course. It is very important that you read the assigned work prior to class. As this course is discussion-based, it will be very difficult to participate in discussion without having done the reading.

II. Discussion/Participation

Participation

Class participation is comprised of two components: attendance and discussion. It is imperative that you arrive to class on time each day prepared to work and discuss. Read the course material prior to coming to class so that you can participate fully in discussions. Full participation points are dependent on participating in discussions and in class activities. Simply being in class will not earn you credit for the day. On occasion participation credit will be given for discussion questions posted on Canvas. Please see "General Classroom Policies" for my policy on missing class.

- Being more than 5 minutes late to class 3 times will be counted as an absence.
- The instructor reserves the right to withdraw students from class if they have more than 9 absences during the semester.

Leading

The class will be divided into 3 groups of 3 or 4; each group will serve as small group discussion leaders for a particular section of reading. The leaders will work together to formulate discussion questions and post them to Canvas 24 hours prior to the class period in which their section begins. During the class period each leader will be assigned to a group with classmates. The role of the leader is to ask questions and probe for comments or questions from the rest of the group. It is your job as the discussion leader to engage your group and encourage participation. It is also the role of the discussion leader group to make sure that they have enough questions to fill the entire class time. Please note that this is **NOT** a presentation! You will not use PowerPoint or any visual aids.

1. Group 1 will lead discussion over
 - Phillips, *White Metropolis*
2. Group 2 will lead discussion over
 - Schutze, *The Accommodation*
3. Group 3 will lead discussion over
 - Sandoval, *Barrio America*

Course materials prepared by the instructor, together with the content of all lectures and review sessions presented by the instructor, are the property of the instructor. Video and audio recording of lectures and review sessions without the consent of the instructor is prohibited. Unless explicit permission is obtained from the instructor, recordings of lectures and review sessions may not be modified and must not be transferred or transmitted to any other person.

III. Book Response Papers

For each of the three books that we read there will be a book response paper. For the paper you will write 5-6 pages responding to the topics covered in the book. You will take some aspect of the book that you found interesting and investigate it by reviewing 4 academic journal articles on that topic. Your paper will need to be consistently formatted. Detailed instructions and the grading rubric can be found on our Canvas website.

IV. Reflective Journal Entries

You will be provided with journal prompts 2-3 times per week and be asked to reflect upon them in an online journal shared with your instructor. These journal entries aim to connect your work with a community organization with the readings, class discussions, excursions, and other material we encounter in the class.

Evaluation

Adult-learning theory will be used to evaluate your performance in this class. Adult-learning theory tells us that adults learn better in a safe, flexible, and challenging environment. In order to provide an optimal environment for learning you will have a choice about which grade you will pursue in this course depending on your personal learning objectives.

Each grade is associated with a set of required assignments that you must complete in order to earn that grade. All assignments will be graded as satisfactory or unsatisfactory. I will

provide clear assignment specifications of satisfactory work. Only assignments completed by the deadline will count toward your final grade. Research has shown that this kind of grading system provides a safe, flexible, and more rigorous learning environment than traditional points based systems.

Grade Criteria

Following are lists of assignments and criteria required to earn a specific grade in this class. You can find the specifications for each assignment posted on Canvas. Please note that failure to satisfactorily complete any of the requirements for a particular assignment will result in a grade of “unsatisfactory” on that assignment.

*Each student will be provided with 3 tokens at the start of the semester. Tokens may be exchanged for an opportunity to redo an assignment or retake a test. You will see a place on the Canvas grade book marked “Tokens” as each token is used the number will go down and a note will be added to the assignment indicating what the token was used for.

A grade of A indicates complete mastery of the four learning objectives. In order to obtain complete mastery on these objectives and earn an A you will need to:

1. Have no more than 2 unexcused absences during the term
2. Fulfill all of the requirements of a discussion leader for your book
3. Complete 3 Book Response Papers
4. Complete 90% of your Reflective Journal entries

A grade of B indicates above average mastery of the four learning objectives. In order to obtain above average mastery on these objectives and earn a B you will need to:

1. Have no more than 3 unexcused absences during the term
2. Fulfill all of the requirements of a discussion leader for your book
3. Complete 2 Book Response Papers
4. Complete 85% of your Reflective Journal entries

A grade of C indicates average mastery of the four learning objectives. In order to obtain average mastery on these objectives and earn a C you will need to:

1. Have no more than 4 unexcused absences during the term
2. Fulfill all of the requirements of a discussion leader for your book
3. Complete 2 Book Response Papers
4. Complete 75% of your Reflective Journal entries

A grade of D indicates below average mastery of the four learning objectives. In order to obtain below average mastery on these objectives and earn a D you will need to:

1. Have no more than 5 unexcused absences during the term
2. Fulfill all of the requirements of a discussion leader for your 3 assigned discussion topics (6 class days)
3. Complete 1 Book Response Paper
4. Complete 70% of your Reflective Journal entries

A grade of F indicates that you did not meet any of the learning objectives for the course. Failure to meet the requirements for a D will earn an F in the course.

You can use this handy chart to track your grade in this class throughout the semester. Please keep in mind that the percent grade visible on Canvas is NOT your grade in this class.

SOCI 380 Grade Form					
		Required for an A	Required for a B	Required for a C	Required for a D
Number of Absences		2	3	4	5
Discussion Leading		Yes	Yes	Yes	Yes
Number of Book Responses		3	2	2	1
Reflective Journal Essays		90%	85%	75%	70%

General Classroom Policies and Guidelines

Grade Book

I will post complete/incomplete grades on Canvas. You should use the grade book on Canvas as an indicator of how many assignments you have completed at a satisfactory level. The grade listed on Canvas as your overall grade does not correspond to your final grade in the class. Grades will be determined based on which grade bundle you choose to complete.

Late Work

Work will be considered late if it is not submitted to Canvas by the due date and time. All assignments that are submitted late will be graded as unsatisfactory.

Absences for In-Class assignments

If you are a student athlete or have an official, University related absence you must notify the instructor prior to missing class with written documentation signed by your coach/instructor/advisor. It is the student's responsibility to make arrangements for making up missed assignments.

If you do not have an official University excused absence then there is no make-up allowed for in-class assignments. If your dog dies, your alarm doesn't go off, your car breaks down, you are sick, etc. Please feel free to come by during my office hours to discuss the class material that you missed and to clarify any material from the reading that you did not understand.

Grade Challenges

There are two types of grade challenges, "administrative" and "substantive." Administrative grade challenges occur when there is a discrepancy between the grade written on the assignment and the grade posted on Canvas. The instructor will handle administrative

grade challenges immediately. It is important for the student to bring grade discrepancies to the instructor's attention as soon as possible.

Substantive grade challenges are those in which the student does not agree with the grade received on an assignment. If you are unhappy with a grade that you received and you feel that it is unfair then you may submit a grade challenge to the instructor. All grade challenges must be submitted by the class session after receiving the graded assignment. Grade challenges must be typed and must state specifically how the student believes the submitted work meets the requirements of the assignment. The student must specify where in the work the requirement was met. The original work must be turned in with the grade challenge. No other form of grade challenge will be accepted.

Communication

I will communicate any changes to the syllabus through e-mail. I will also post all changes to Canvas. Please be sure to check your e-mail and mark it as unread if you are unable to address it immediately.

I will check e-mail regularly between 9am and 5pm on weekdays. I will also check e-mail several times during the evening and on weekends. I will not check e-mail between the hours of 9pm and 7:30am, if you e-mail me after 9pm please do not expect to receive a response until the following day.

Academic Integrity

Academic integrity is defined as academic work completed as assigned for each class by the individual or group responsible for the work. Violations of academic integrity and other forms of cheating involve the intention to deceive, mislead, or misrepresent and therefore, are a form of lying. Such actions are contrary to behavioral norms that flow from the nature of God. Academic misconduct includes, but is not limited to, the following: 1) Failing to give credit to sources used in a work in an attempt to present the work as one's own, 2) Submitting papers or projects obtained from another source (e.g., research service or club paper file) as one's own, 3) Falsifying information orally or in writing, and 4) Receiving, giving, or using unauthorized aid on an examination or quiz. Academic misconduct may result in, but is not limited to, a zero on the assignment and/or an F in the course. Additionally, the department chair, Dean of the College of Arts and Sciences, and the Dean of Student Life will be notified. See the full university policy, including how to appeal a decision, by following this link: <http://www.acu.edu/academics/provost/policies/index.html> (Links to an external site.).

Accommodations for Students with Disabilities

Abilene Christian University and the Department of Communication and Sociology comply with the Americans with Disabilities Act in making reasonable accommodation for qualified students with a disability. If you have an established disability as defined in the Americans with Disabilities Act and would like to request accommodation, please see me as soon as possible. You may also contact ACU's Alpha Academic Services concerning disability accommodations at: (325) 674-2667.

Classroom Environment

Many view a college education as a solid investment in their future. Here are some suggestions and ground rules for making this class a wise investment:

1. Come to class on time. If you are late to class, please quietly take a seat near the door.

2. Turn off cell phones; even vibrating phones create a distraction. Also, please refrain from making or taking calls during this time.
 - a. Exceptions may be made if we are using the iPhone/iPods/iPads for an in-class activity
 - b. If you are caught using your mobile device unauthorized I will confiscate it until the end of the class period.
3. Come to class prepared. Read the assigned material prior to the start of class.
4. If you have a question, raise your hand and wait until you are called on.
5. Class Climate and Conduct: One of the hallmarks of good sociology is the ability to embrace and even welcome different points of view. Rather than immediately voicing objections, ridiculing, or making jokes with your neighbor about viewpoints that differ from yours, respect that all your classmates bring their particular social histories to class. Carefully listening to and seeking out multiple perspectives on an issue allows us to engage in critical thinking. Many of the issues we talk about in class are controversial and may spark intense emotional reactions from some people. As such, we need to create and maintain a safe, open, and respectful environment for the sharing of divergent viewpoints. **By enrolling and staying in this class, you are acknowledging the importance of and agreeing to work within this respectful class climate and class conduct rule.**
6. Please refrain from talking during lectures.
7. Please refrain from reading the newspaper or doing work for another class during our class time.
8. **NO LAPTOPS IN CLASS:** The amount of note taking required for this course should not require the use of a laptop, therefore laptops may not be used in class. Exceptions will be made on a case by case basis per my policy under "special accommodations." You need to bring your discussion questions printed out/written out so that you do not need to look at a screen to ask them.

Schedule

The following is a tentative schedule of the topics that will be covered this semester. This schedule is subject to change. Any changes will be communicated orally in class and in writing on Canvas.

Dates:	Day	Topic to be Covered	Reading	Assignment Due
May 9-12	M-Thurs	History of Race and Place; Street life	<i>The Accommodation;</i> excerpts from <i>The Philadelphia Negro</i> by W.E.B. Du Bois Anderson, Elijah. 1990. "Street	Thursday: Class Discussion day Group 1

			Etiquette, Street Wisdom,” in <i>Streetwise</i>, U Chicago Press. Anderson, Elijah. 2004. “The Cosmopolitan Canopy,” <i>Annals of the American Academy of Political and Social Science</i>, 595: 14 – 31.	
May 16-19	M-Thurs	Race and the Social Organization of the City; the Youth Control Complex and Mass Incarceration	<i>White Metropolis</i>; Wacquant, Loïc. 2002. “From Slavery to Mass Incarceration” <i>New Left Review</i>; excerpts from <i>Punished</i> by Victor Rios; Wacquant, Loic and William Julius Wilson. 1989. “The Cost of Racial and Class Exclusion in the Inner City.” <i>The ANNALS of the American Academy of Political and Social Science</i> 501 (1): 8-25	Thursday: Class Discussion day Group 2
May 23-26	M-Thurs	Changing Demographics, the Environment, and Saving the City	excerpts from <i>Barrio America</i>; Zukin, Sharon. 2016.	Thursday: Class Discussion day Group 3

			“Gentrification in Three Paradoxes.” <i>City & Community</i> 15(3): 202-207.; Brown-Saracino, Japonica. 2016. “An Agenda for the Next Decade of Gentrification Scholarship,” <i>City & Community</i> 15(3): 220-225. Wolch, Jennifer R., Jason Byrne, and Joshua P. Newell. 2014. “Urban green space, public health, and environmental justice: The challenge of making cities ‘just green enough,’” <i>Landscape and Urban Planning</i> 125 (May): 234-244.	
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