

## Abilene Approval Chart for Curriculum Changes

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

Course Number SOCI 442 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 442 to the Cultural Literacy menu. See attached application and syllabus.

Indicate the requested change.

|     | Change to a Course                                   | Dept./School <sup>1</sup> | 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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|     | <b>Change to the University Requirements<br/>(All Campuses)</b>                                            | <b>Dept./School<sup>1</sup></b> | <b>College</b> | <b>Dean</b> | <b>TEC</b> | <b>UGEC</b> | <b>AUAC/Grad</b> | <b>Provost</b> | <b>Faculty</b> | <b>President</b> | <b>Trustees</b> |
|-----|------------------------------------------------------------------------------------------------------------|---------------------------------|----------------|-------------|------------|-------------|------------------|----------------|----------------|------------------|-----------------|
| 1.  | University Requirements — Change course outcomes of an included course <sup>2</sup>                        | A                               | A              | A           | –          | A           | –                | A              | –              | A                | –               |
| 2.  | University Requirements — Add or drop a required course from the University Requirements <sup>2</sup>      | A                               | A              | A           | –          | A           | –                | A              | A              | A                | –               |
| 3.  | University Requirements — Add or drop a course from a menu within the University Requirements <sup>2</sup> | A                               | –              | –           | –          | A           | –                | A              | –              | A                | –               |
| 4.  | University Requirements — Change hours within a menu in the University Requirements <sup>2</sup>           | A                               | A              | A           | –          | A           | –                | A              | A              | A                | –               |
|     | <b>Change to Catalog Information<br/>(for Campus)</b>                                                      |                                 |                |             |            |             |                  |                |                |                  |                 |
| 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                | –               |
|     | <b>Change to a Degree Plan<br/>Proposed by Faculty or College</b>                                          |                                 |                |             |            |             |                  |                |                |                  |                 |
| 5.  | Educational Program — Revise <sup>3</sup>                                                                  | 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 <sup>3</sup>                                                                     | 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               |
|     | <b>Change to a Degree Plan<br/>Proposed By Provost</b>                                                     |                                 |                |             |            |             |                  |                |                |                  |                 |
| 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               |

<sup>1</sup> 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.

<sup>2</sup> 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.

<sup>3</sup> 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.

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

|                                    |                               |
|------------------------------------|-------------------------------|
| <b>College Academic Council(s)</b> |                               |
| _____<br><i>Signature</i>          | _____<br><i>Approval date</i> |
| _____<br><i>Signature</i>          | _____<br><i>Approval date</i> |

|                           |                               |
|---------------------------|-------------------------------|
| <b>Dean(s)</b>            |                               |
| _____<br><i>Signature</i> | _____<br><i>Approval date</i> |
| _____<br><i>Signature</i> | _____<br><i>Approval date</i> |

|                                   |                               |
|-----------------------------------|-------------------------------|
| <b>Teacher Education Council</b>  |                               |
| _____<br><i>Chair's signature</i> | _____<br><i>Approval date</i> |

|                                             |                               |
|---------------------------------------------|-------------------------------|
| <b>University General Education Council</b> |                               |
| _____<br><i>Chair's signature</i>           | _____<br><i>Approval date</i> |

|                                               |                               |
|-----------------------------------------------|-------------------------------|
| <b>Abilene Undergraduate Academic Council</b> |                               |
| _____<br><i>Chair's signature</i>             | _____<br><i>Approval date</i> |

|                                   |                               |
|-----------------------------------|-------------------------------|
| <b>Graduate Council</b>           |                               |
| _____<br><i>Chair's signature</i> | _____<br><i>Approval date</i> |

|                           |                               |
|---------------------------|-------------------------------|
| <b>Provost</b>            |                               |
| _____<br><i>Signature</i> | _____<br><i>Approval date</i> |

|                                         |                               |
|-----------------------------------------|-------------------------------|
| <b>Faculty</b>                          |                               |
| _____<br><i>Chair of Faculty Senate</i> | _____<br><i>Approval date</i> |

|                           |                               |
|---------------------------|-------------------------------|
| <b>President</b>          |                               |
| _____<br><i>Signature</i> | _____<br><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.

|                                                          |                                                                                                                                                                                                                                                                                                                                                               |
|----------------------------------------------------------|---------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|
| <b>Subject code, course number, and title of course:</b> | SOCI 442 Race and Racisms                                                                                                                                                                                                                                                                                                                                     |
| <b>Terms offered:</b>                                    | Fall, Odd Years                                                                                                                                                                                                                                                                                                                                               |
| <b>Catalog description:</b>                              | Race is one of the most pressing issues in the United States today. We will read and discuss materials that provide insight into how race and racism define our lives. Systemic and structural racism, racial categorization, white privilege, ethnic identification, nativism, and intersecting oppressions. May be used to satisfy University Requirements. |
| <b>Course prerequisites:</b>                             | None                                                                                                                                                                                                                                                                                                                                                          |
| <b>Cross-listed courses:</b>                             | SOCO 442 (ACU Online)                                                                                                                                                                                                                                                                                                                                         |

|                                                                                           |      |
|-------------------------------------------------------------------------------------------|------|
| *Note: Many gen ed courses are cross-listed between the Abilene and Dallas campuses.      |      |
| <b>Other general education menus on which the course appears or you are applying for:</b> | 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.

SOCI 442 provides students opportunity to develop informed discourse and understand the interconnectedness of diverse peoples, focusing on race, racism, and the intersections of race with other axes of difference such as gender. Through a series of reading assignments, course papers, discussion board assignments, and in-class questions, students interrogate their own internal processes about diversity and equity. Reading assignments come from Tanya Golash-Boza's textbook and over 20 other sources that expand the scope of the course globally, with a special focus on Latinx and Asian populations.

In the class, students:

|                                                                                                                                    |
|------------------------------------------------------------------------------------------------------------------------------------|
| Evaluate the strength of social science evidence regarding the persistence of racial and ethnic inequalities in the United States. |
| Compare one's own cultural rules and preferences to another social group.                                                          |
| Contrast the different experiences of privilege and oppression in US society.                                                      |

Students meet these goals through the assignments like Course Papers, where students use class materials to describe the major pieces of legislation that served to create, reinforce, reinterpret, or reshape the race concept and its associated racial distinctions in the United States. Weekly in-class questions assess students' growth in each of the three goals above. For example, in the question about Matthew Desmond's book *Evicted*, students are asked to use data from Princeton's Eviction Lab to compare eviction rates across major cities in the US and in their own hometown or city.

## 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                                                                                                                    | Role of the law in the social construction of race and racism; Legal and Social change<br>Activity: Course Paper 1 |
| Outcome B2<br>Understand the interconnectiveness of human experience with a posture of humility while celebrating difference. | Intersectionality, role of religion in white supremacy<br>Activity: Course Paper 2                                 |
| Outcome B3                                                                                                                    | Structural racism; institutional racism; color-blind racism<br>Activity: Discussion Board Post #2                  |

## 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          | <p>Course Paper 1: Making Laws, Making Race</p> <p>Purpose: The goal of this assignment is to help you meet learning goal 2: Compare one's own cultural rules and preferences to another social group.</p> <p>Prompt: In this 750 to 1,000-word essay, you will use class materials to describe the major pieces of legislation that served to create, reinforce, reinterpret, or reshape the race concept and its associated racial distinctions in the United States. Your essay should persuasively document the role that laws and the courts have played in exclusion and/or gatekeeping from the colonial period to 1940. In your essay, you will identify the most significant laws, court decisions, and policies for African Americans, Asians, and Native Americans. You should conclude your essay with 1-3 paragraphs documenting a current event or current issue that you think relates to these laws and court decisions.</p> |

|            |                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                           |
|------------|-----------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|
| Outcome B2 | <p>Course Paper 2: Synthesizing your Knowledge of Race and Racisms</p> <p>In 700-1000 words, you will write an essay that links the content from chapters 8-13 to foundational concepts found in chapters 1-7. You must discuss two institutions or systems from chapters 8-13 and at least one, but up to three, concepts from chapters 1-7. This will require you to <i>synthesize</i> the main themes from Golash-Boza's text, showing how institutions like education and the criminal justice system rely on, reinforce, or are grounded in concepts like systemic racism, institutional racism, white supremacy, white privilege, and racial formation.</p>                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                         |
| Outcome B3 | <p>Discussion Board Post 2: Connecting the Personal to the Structural</p> <p><b>Discussion Board 2:</b></p> <ul style="list-style-type: none"> <li>● <b>Post initial draft of your 500-word Discussion Board online by April 16 at 10 pm.</b></li> <li>● Begin this post with a personal story that connects to the main topic in one of the chapters between Chapters 8-13 of the textbook. You may have to “read ahead” to accomplish this.</li> <li>● Use relevant statistics on your city, town, county, or state with links to source data to put your personal story into context.</li> <li>● Provide relevant statistics on the US from chapter with links to the book as appropriate.</li> <li>● Include an image that conveys the ideas you want to put forth.</li> <li>● Provide an explanation of the extent to which your personal story sheds light on a specific kind of racism: white privilege, structural, institutional, color-blind, etc.</li> <li>● Comment on your assigned peer in the Discussion Board before <b>April 21 at 9:10 am</b>. Comment on the content as well as on whether or not your classmate has all of the required components and answered the relevant questions. See the rubric below for reference. Keep track of which posts you commented on as you will be required to send in those links.</li> <li>● Revise your Discussion Board based on comments, readings, and/or films. In your revision, end with a reflection on why the idea of racism persists, even though the laws no longer permit it. <b>Post online by April 26 at 9:10 am.</b></li> </ul> |

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                                                                                                             |
|----------------------------------------------------------------------------------------------------------------|---------------------------------------------------------------------------------------------------------------|---------------------------------------------------|----------------------------------------------------------------------------------------------------------------------------------|
| <b>Demonstrate competent discourse in global, historical, and cultural experiences of diverse populations.</b> | 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                                                                                                                           |
|----------------------------------------------------------------------------------------------|--------------------------------------------------------------------------------------------------------|--------------------------------------------------------------------------------------------------------------------------------------------|------------------------------------------------------------------------------------------------------------------------------------------------|
| <b>Understand the interconnectedness of the human experience with a posture of humility.</b> | 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. |
| <b>Celebrate difference among people.</b>                                                    | 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                                                                                                                                                                                          |
|---------------------------------------------------------------------------------------------|----------------------------------------------------------------------------------------------------------------------|---------------------------------------------------------------------------------------------------------------------------------------------------|---------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|
| <b>Interrogate one's internal and external views and values for greater self-awareness.</b> | 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. |

**SOCI 442: Race and Racisms**  
**CRN: 20194**  
**3 credit hours**  
MWF 9:10-10 a.m.  
Sherrod Building Room 208  
**Always subject to change**

|                                                                                                                                                                                                                          |                                                                                                                                                                                                                                                            |
|--------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|
| Instructor: Dan Morrison, PhD<br>Assistant Professor of Sociology<br>Office: 134B Sherrod Building<br>Email: <a href="mailto:dan.morrison@acu.edu">dan.morrison@acu.edu</a><br>Office Phone: 325-674-2293<br>Web: Canvas | Student consultation hours:<br>Please sign up at <a href="https://tinyurl.com/DrM-ACU">https://tinyurl.com/DrM-ACU</a> ;<br>also, by appointment. <a href="#">This document</a> outlines<br>the many reasons you should visit with me in<br>student hours. |
|--------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|

**Catalog Description:** Race is one of the most pressing issues in the United States today. In this course, we will read and discuss materials that provide insight into how race and racism define our lives. The theoretical focus in this course is on systemic and structural racism, racial categorization, white privilege, ethnic identification, nativism, and intersecting oppressions. May be used to satisfy University Requirements.

**Audience and Christian Mission:** Undergraduate students from across the ACU campus are encouraged to enroll in this course, as they are the intended audience. This course will illuminate critically important aspects of race and racism in American society and as such is important for everyone. Christian faith and learning are integrated into this course through the fearless examination of the creation of racial categories and the effects of race on social life in the United States. Studying race and racisms advances the Kingdom by identifying barriers to human flourishing and examining how those barriers may be eliminated.

**Mission of Abilene Christian University:** 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.

**Required Book:** Golash-Boza, Tanya. 2018. *Race and Racisms: A Critical Approach* 2nd Edition. Oxford University Press. ISBN: 978-0190663780

We will read nearly all of this book – about one chapter per week. The chapters we will read are listed in the schedule below.

**Bring your assigned readings with you to class each day as we will refer to them in class.**

**Prerequisite(s): None**

**Course Learning Goals and Assessments**

| Learning Goal                                                                                                                      | Assessment                                          |
|------------------------------------------------------------------------------------------------------------------------------------|-----------------------------------------------------|
| Evaluate the strength of social science evidence regarding the persistence of racial and ethnic inequalities in the United States. | <b>Discussion Board Post #1, In-Class Questions</b> |
| Compare one's own cultural rules and preferences to another social group.                                                          | <b>Course Papers 1, 2, In-Class Questions</b>       |
| Contrast the different experiences of privilege and oppression in US society.                                                      | <b>Discussion Board Post #2, In-Class Questions</b> |

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**Students and Basic Needs**

Any student who has difficulty affording groceries or accessing sufficient food to eat every day, or who lacks a safe and stable place to live, and believes this may affect their performance in the course, is urged to contact the Dean of Students for support:

Mark Lewis, Dean of Students 325-674-2067

Students who struggle to afford groceries or access sufficient food to eat are especially encouraged to reach out to SOAR at: [soar@acu.edu](mailto:soar@acu.edu)

Finally, please notify me of any difficulties you are having in meeting your basic needs. I will do my best to find the resources you need.

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**Teaching Methods** This class is organized around discussion, small-group work, and in-class writing. The class is reading and writing intensive. To do well in this course, you must keep up with all of the reading, attend class weekly, and turn in high-quality writing assignments. If you need to bring your child to class, please do so. If you have troubles, please let me know. I am here to help and support you.

In-class work will include writing and small group projects. I include in-class writing because it encourages students to come to class prepared and ready to participate; it helps you improve your writing skills; and we get immediate feedback on whether or not the students understand class materials. Each day, discussion will be based on readings for that day's class in addition to your experiences. Topics will be explored in small groups and then return to the large group for discussion of common themes, differences, and critical engagement. The quality of your engagement with these items will account for 10% of your final grade in this class.

## Description of Writing Assignments

**In-Class Questions** These are one page, in-class essays you will be responsible for completing at least once per week. I will either present a question to you about the readings, or ask you to reflect on the readings, films, and your life experiences. Doing well on these in-class writing assignments is dependent on you having done the reading prior to coming to class. You will be given about ten minutes to write down an answer. I will either use these questions for class discussion, group discussion, or have you hand them in immediately. These will be graded on a scale from 1 to 10. You will get five points just for attending class on that day, and the other five points are earned based on the quality of your response. Grading details are available on Canvas.

I will add other, reflective writing prompts throughout the semester. These are aimed to increase your *metacognition* and help you recognize the progress you are making as a learner and as a person. You are allowed to make these questions up if you miss class – for a maximum of two make-ups. However, you can only earn a maximum of five points for make-up questions, and these must be turned in within one week of the day the question is posed. You may ask me or one of your classmates for the question. These assignments, collectively, account for 25% of your final grade in the course.

**Papers** You will be responsible for two, four to five-page papers in this class. I expect you to engage both the readings and the class discussion in your papers. I will hand out specific guidelines for each paper as the due date approaches. If you would like technical assistance with writing your paper, I encourage you to visit the Writing Center. The Writing Center can help you avoid common mistakes in your writing and turn in a more polished paper. Contact the Writing Center and make an appointment here: <https://acu.mywconline.com/>. These papers count for 30% of your final grade in the class.

**Discussion Boards** There will be two Discussion Board assignments for this class. These Discussion Boards count for 25% of your final grade in the class. Students will post discussions directly to our class discussion board, which is hosted on our Canvas site. See Canvas for more details on these assignments.

### The Grading Scale:

- “A” 90%+ - exceptional performance—the class and I have learned from your thinking;
- “B” 80-89%- honorable performance—you have more to learn and have made a strong effort to do so;
- “C” 70-79% - adequate performance—you have more to learn, and have some work to do;
- “D” 60-69% - you were “shadow boxing” (you were swinging, but not connecting);
- “F” Below 60% - it appears that you will have to re-experience this class.

**Final grades are final. Unless there has been a miscalculation, I will not change your grade once it is posted. If you are concerned about your grade at any point in the semester, I urge you to meet with me so that we can address any issues as quickly as possible. Ideally, this would happen well before the last few weeks of the term.**

Every semester, I receive inquiries about changing the course requirements, forgiving late assignments or allowing make-up work. These requests are burdensome and time consuming. I will not approve such requests.

**Student Health and Wellness<sup>1</sup>:** As your professor, I value your health and wellbeing. In order to succeed in my class, in college, and beyond, you must work hard and balance the work with rest, exercise, and attention to your mental and physical health. Yes, I plan to challenge you. There will be rigorous reading, writing, and conceptual work that will challenge your thinking. By the end of this class, I hope you will feel proud of your growth and learning much like a marathoner feels accomplished by their triumph in crossing the finish line.

However, this work cannot be at the expense of your wellbeing. **Working until exhaustion is NOT a badge of honor; it shows that you are out of balance.** As such, I plan to model wellbeing as a value in my class. There will be constant reminders about finding productive and healthy ways to find silence, relax, breathe, pray, meditate, and seek peace. In that silence, we will often find our greatest inspiration and the space to think new, creative thoughts. I also encourage you to have fun, celebrating the small accomplishments, the moments that will be your greatest memories.

**Course Evaluations:** I take these evaluations seriously and will do my best to improve my teaching and your learning on the basis of a mid-semester evaluation.

**Disability Services:** Abilene Christian University is dedicated to removing barriers and opening access for students with disabilities in compliance with ADA and Section 504 of the Rehabilitation Act. The Alpha Scholars Program facilitates disability accommodations in cooperation with instructors. In order to receive accommodations, you must be registered with Alpha Scholars Program, and you must complete a specific request for each class in which you need accommodations. If you have a documented disability and wish to discuss academic accommodations, please email [alpha@acu.edu](mailto:alpha@acu.edu) call their office directly at 325-674-2667.

**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) Failure to give credit to sources used in a work in an attempt to present the work as one's own, 2) Submission of papers or projects obtained from another source (e.g., research service or club paper file) as one's own, and 3) Falsifying information orally or in writing. 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 your school, and the Dean of Student Life will be notified. See the full university policy, including how to appeal a decision, by following [this link](#).

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<sup>1</sup> I owe this language to Dr. Nicole Gonzalez Van Cleve, who wrote the award winning book *Crook County*, and who is a delightful and balanced person.

**Anti-Harassment Policy:** As a professor, one of my responsibilities is to help create a safe learning environment on our campus. I also have a mandatory reporting responsibility related to my role as a professor. It is my goal that you feel able to share information related to your life experiences in classroom discussions, in your written work, and in our one-on-one meetings. I will seek to keep the information you share private to the greatest extent possible. When I am not able to keep your information confidential, I will only share it with responsible administrators on campus who can provide you with services and resources. I am required to share with the Title IX Coordinator information regarding sexual misconduct or harassment, dating or domestic violence or stalking that you report to me. If you would prefer to share information in a confidential setting, I encourage you to speak with someone in the ACU Counseling Center. All of your options are available for review by clicking on the link to ACU's policy.

**This Course is Intellectual Property:** 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.

**Please check the ACU Academic Calendar for add/drop/withdrawal dates.**

#### **What You Can Expect From Me**

- I will be transparent and honest about my grading policies, teaching philosophy, and thoughts on the course. If anything is unclear, please let me know!
- I am available to meet with students outside of class during student hours, by appointment, or whenever I am in my office. Feel free to stop by with any questions or to just say hi!
- I will arrive to class on time, organized and prepared, and will not keep you past the time allotted.
- I strive to grade and return coursework within two weeks and to keep your grades updated online. Be aware that Canvas may not calculate grades in a manner consistent with this syllabus.
- I have high expectations of students, confident that they are intelligent, hard-working, and deserve to be treated as adults. I also aim to show my respect for your diversity, your beliefs and interests, and the other demands on your lives, both personal and academic.
- I am interested in getting to know you. From my perspective, caring about your progress in my class is intimately tied to caring about you as a person and the issues that are relevant to your life.

#### **What I Expect From You**

- Please be respectful in class. You may not use any electronic device unless requested to do so by the instructor or as required by a documented disability.
- The instructor will monitor attendance. You should plan on attending every class. Attendance means being present both physically and mentally.
- Students should arrive before class is scheduled to start. Tardiness is disruptive to both the professor and your peers. Likewise, please do not begin packing up your materials

until class has ended.

- Please be courteous in your participation, as both a speaker and a listener. I encourage you to focus your discussion on broader society, social theory, and course concepts, and to show consideration for all perspectives.
- A college degree signifies both mastery of course material and the ability to express that knowledge eloquently. Therefore, students should devote time to the mechanics of their written work, paying specific attention to structure, word choice, grammar, spelling, and punctuation. Your infographics also assess students' ability to communicate in visual media and should be taken just as seriously.
- This bullet point contains an Easter egg. Students who find this bullet and email the instructor with a picture of the sitcom character Velma Dinkley will receive .5 points added to their final grade in the class.
- Students should regularly check their Abilene Christian University email accounts and Canvas for updates, changes, or reminders. These will be my primary means of communicating with students outside of class.

### **Course Policies**

- If you will miss a due date or assessment for a *legitimate* reason, you must notify me beforehand.
- We will use digital devices in this class when they enhance learning. Otherwise, these should be put away as they draw attention away from class activities and your engagement with each other.
- I reserve the right to modify the syllabus, including the schedule, grading, and requirements, as deemed necessary. Students can expect that I will announce such changes in class or post the information on Canvas.
- *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. Administrative grade challenges will be handled by the instructor 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 requirement(s) was/were met. The original work must be turned in with the grade challenge. No other form of grade challenge will be accepted. Note that I will not consider disputes over the meaning of a question or instruction, as these should be clarified before the work is originally submitted.
- Should you wish to dispute your final grade, please know and follow the official policies. You will find these in the student handbook.

## Course Schedule

Always subject to change. I reserve the right to use the technique of improvisation to aid your learning.

| Part 1: The Construction of Racial Ideologies |      |                             |                                                 |                                                                                                                                                                                                                                                                                                                                                                                    |
|-----------------------------------------------|------|-----------------------------|-------------------------------------------------|------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|
| Week #/<br>Class #                            | Date | Textbook<br>Chapter to Read | Topic                                           | Additional Readings, Films, and<br>in-class Activities. All such content<br>is available in the Module for the<br>Week on Canvas                                                                                                                                                                                                                                                   |
| 1/1                                           | 1/11 | none                        | Introduction to the<br>Course                   |                                                                                                                                                                                                                                                                                                                                                                                    |
| 1/2                                           | 1/13 | Chapter 1                   | History                                         | In-Class film: Race: The Power of<br>an Illusion, Volume 1<br><br>Read via Perusall on Canvas:<br>"Credo" by W.E.B. Du Bois                                                                                                                                                                                                                                                        |
| 1/3                                           | 1/15 | Chapter 1                   | History                                         | In-Class film: Race: The Power of<br>an Illusion, Volume 1                                                                                                                                                                                                                                                                                                                         |
| 2/1                                           | 1/18 | MLK Holiday, No Class       |                                                 |                                                                                                                                                                                                                                                                                                                                                                                    |
| 2/2                                           | 1/20 | Chapter 2                   | History                                         | In-Class film: Race: The Power of<br>an Illusion, Volume 2                                                                                                                                                                                                                                                                                                                         |
| 2/3                                           | 1/22 | Chapter 2                   | History                                         | <b>Discussion Board 1 due; Post<br/>online by 10 p.m.</b>                                                                                                                                                                                                                                                                                                                          |
| 3/1                                           | 1/25 | Chapter 3                   | Ideology                                        |                                                                                                                                                                                                                                                                                                                                                                                    |
| 3/2                                           | 1/27 | Chapter 3                   | Ideology                                        |                                                                                                                                                                                                                                                                                                                                                                                    |
| 3/3                                           | 1/29 |                             | <a href="#">PowerPoint for this<br/>section</a> | <b>Comments on Discussion Board<br/>1 Due, 9 a.m. February 3rd</b><br>Read via Perusall on Canvas:<br><a href="#">Bonilla-Silva, Eduardo, Amanda<br/>Lewis, David G. Embrick "I Did Not<br/>Get That Job Because of a Black<br/>Man...": The Story Lines and<br/>Testimonies of Color- Blind<br/>Racism" Sociological Forum, Vol.<br/>19, No. 4, (Dec., 2004), pp.<br/>555-581</a> |

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|-------------------------------------------|------|-----------|-----------------|----------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|
|                                           |      |           |                 |                                                                                                                                                                                                                |
| 4/1                                       | 2/1  | Chapter 4 | Theory          |                                                                                                                                                                                                                |
| 4/2                                       | 2/3  | Chapter 4 | Theory          | <b>Final Revised Discussion Board 1 due 9:10 a.m.</b>                                                                                                                                                          |
| 4/3                                       | 2/5  |           |                 |                                                                                                                                                                                                                |
| 5/1                                       | 2/8  | Chapter 5 | Media           |                                                                                                                                                                                                                |
| 5/2                                       | 2/10 | Chapter 5 | Media           | Read via Perusall on Canvas:<br><a href="#">Merskin, Debra. "Three Faces of Eva: Perpetuation of The Hot-Latina Stereotype in Desperate Housewives" The Howard Journal of Communications, 18:133-151, 2007</a> |
|                                           | 2/12 |           | Media           |                                                                                                                                                                                                                |
| 6/1                                       | 2/15 | Chapter 6 | Colorism        |                                                                                                                                                                                                                |
| 6/2                                       | 2/17 | Chapter 6 | Colorism        | Read via Perusall on Canvas:<br><a href="#">Saraswati, L. Ayu. "Malu": Coloring Shame and Shaming the Color of Beauty in Transnational Indonesia. Feminist Studies 38: 1, 2012.</a>                            |
| 6/3                                       | 2/19 | Flex Day  | Colorism        |                                                                                                                                                                                                                |
| 7/1                                       | 2/22 | Chapter 7 | White Privilege | The Problem with White Privilege and White Allies by Tanya Golash-Boza<br><br>And White Student Union                                                                                                          |
| 7/2                                       | 2/24 | Chapter 7 | White Privilege | <b>Paper 1 Due</b>                                                                                                                                                                                             |
| 7/3                                       | 2/26 |           |                 | Read via Perusall on Canvas:<br>The Problem with Privilege by Andrea Smith.                                                                                                                                    |
| Part 2: Racial Institutions and Practices |      |           |                 |                                                                                                                                                                                                                |
| 8/1                                       | 3/1  | Chapter 8 | Education       |                                                                                                                                                                                                                |

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|-------------------------|------|--------------------------------------------|---------------------------|----------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|
| 8/2                     | 3/3  | Chapter 8                                  | Education                 | Additional Reading via Perusall on Canvas<br>Carter, Prudence L.<br>""Black"Cultural<br>Capital, Status Positioning, and<br>Schooling Conflicts for<br>Low-Income African American<br>Youth." Social Problems 50.1<br>(2003): 136-155. |
| 8/3                     | 3/5  |                                            | Guest: Dr. Jason<br>Fikes | <i>This American Life</i> : The Problem<br>We All Live With Podcast, <a href="#">Parts 1</a><br>and <a href="#">2</a> .                                                                                                                |
| Spring Break March 8-12 |      |                                            |                           |                                                                                                                                                                                                                                        |
| 9/1                     | 3/15 | No Reading                                 |                           | In-class Film: Race: Power of an<br>Illusion, Volume 3                                                                                                                                                                                 |
| 9/2                     | 3/17 | Chapter 10                                 | Housing                   |                                                                                                                                                                                                                                        |
| 9/3                     | 3/19 | Chapter 10                                 | Housing                   |                                                                                                                                                                                                                                        |
| 10/1                    | 3/22 |                                            |                           | Additional Reading:<br><a href="#">Charles, Camille Zubrinsky. "The<br/>dynamics of racial residential<br/>segregation."Annual review of<br/>sociology (2003): 167-207.</a>                                                            |
| 10/2                    | 3/24 |                                            |                           | Selections from <a href="#">Desmond, Evicted</a>                                                                                                                                                                                       |
| 10/3                    | 3/26 |                                            |                           | Explore the Eviction Lab at<br>Princeton                                                                                                                                                                                               |
| 11/1                    | 3/29 | Chapter 9                                  | Labor Market              |                                                                                                                                                                                                                                        |
| 11/2                    | 3/31 |                                            |                           | Additional Reading:<br><a href="#">Kim, ChangHwan, and Arthur<br/>Sakamoto. "Have Asian American<br/>men achieved labor market parity<br/>with white men?." American<br/>Sociological Review 75.6 (2010):<br/>934- 957.</a>            |
| 11/3                    | 4/2  | Good Friday, ACU Campus Closed -- No class |                           |                                                                                                                                                                                                                                        |
| 12/1                    | 4/5  | Chapter 11                                 | Prison                    |                                                                                                                                                                                                                                        |

|      |      |                                     |                   |                                                                                                                                                                                                                                                                   |
|------|------|-------------------------------------|-------------------|-------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|
| 12/2 | 4/7  |                                     |                   | Film: 13th                                                                                                                                                                                                                                                        |
| 12/3 | 4/9  |                                     |                   | Film: 13th                                                                                                                                                                                                                                                        |
| 13/1 | 4/12 |                                     | Prison Abolition  | Read via Perusall on Canvas:<br>Angela Davis <i>Are Prisons Obsolete?</i> excerpts                                                                                                                                                                                |
| 13/2 | 4/14 | Edited: white Christian Nationalism | Race and Religion | <b>Discussion Board 2 Due</b><br>Read via Perusall on Canvas:<br>Introduction to Whitehead and Perry <i>Taking America Back for God</i>                                                                                                                           |
| 13/3 | 4/16 | white Christian Nationalism         | Race and Religion |                                                                                                                                                                                                                                                                   |
| 14/1 | 4/19 |                                     |                   | Read via Perusall on Canvas:<br>Chapter 3 in Whitehead and Perry <i>Taking America Back for God</i>                                                                                                                                                               |
| 14/2 | 4/21 |                                     |                   | <b>Discussion Board 2 Comments due</b><br>Read via Perusall on Canvas:<br>Edsall, Thomas. "The Capitol Insurrection Was as Christian Nationalist as It Gets." New York Times.<br><br>Listen via Perusall on Canvas:<br>Whitehead & Perry on Christian Nationalism |
| 14/3 | 4/23 |                                     |                   | Listen to "Straight White American Jesus" episode on Christian Nationalism via Perusall.                                                                                                                                                                          |
| 15/1 | 4/26 | Chapter 13                          | Immigration       | <b>Discussion Board 2 Due (Final)</b>                                                                                                                                                                                                                             |
| 15/2 | 4/28 |                                     |                   | Additional Reading:<br>Chapter 10 of <i>Inheriting the City</i> by Philip Kasinitz and John H. Mollenkopf "Race, Prejudice and Discrimination". On Perusall in Canvas                                                                                             |
| 15/3 | 4/30 | Flex Day                            |                   | <b>Paper 2 Due</b>                                                                                                                                                                                                                                                |

|            |                             |  |                                                              |
|------------|-----------------------------|--|--------------------------------------------------------------|
| Final Exam | Thursday, May 6 2-3:45 p.m. |  | <b>We will meet for a final experience during this time.</b> |
|------------|-----------------------------|--|--------------------------------------------------------------|

Please remember to complete online course evaluations!