

Approval Chart for Curriculum Changes

A = Approve I = Information Item¹ R = Advise & Respond²

SOCI 442

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

Given changes to the discipline since our last major curriculum update, we are proposing to update SOCI 442 and SOCI 542 by changing the name, description, and learning outcomes. The new name is Race and Racisms. The course is not a core requirement for the major, but is one of the SOCI elective options. This course is also on the cultural awareness menu and is in the menu for the Gender and Multicultural Studies (GeMS) minor. We have attached a letter of support from Dr. Ron Morgan, who is responsible for the GeMS minor. Also attached is the new course description and revised learning outcomes. This change facilitates our efforts to bring our curriculum into alignment with the current standards in our discipline.

Circle the number that corresponds to the requested change. Degree plan changes are on the second page.

Change to a Course		COUNCIL ²								
		Dept./School	College Academic	Deans	TEC	UGEC	UUAC	GRAD	Provost	President
1.	Title (description unchanged)	A	A	A	I				I	I
2.	Description (not affecting content)	A	A	A	I				I	I
3.	Course term(s)	A	I	A	I				I	I
4.	Content (substantive change)	A	A	A	I				A	A
5.	Number of hours (lecture, lab, contact)	A	A	A	A				A	A
6.	Course number within the hundred	A	A	I	I				I	I
7.	Course number beyond the hundred	A	A	A	A				A	A
8.	Prerequisites	A	A	A	I				I	I
9.	Course fee(s)	A	--	A	--				A	I
10.	From U to G or G to U	A	A	A	A				A	A
11.	Cross list with another department: U or G level	A	A	A	A				A	A
12.	Department of record	A	A	A	A				A	A
13.	Open or close a course	A	A	A	A				A	A
14.	New course — See website for application and process. This change includes combining or splitting a course(s).	A	A	A	A				A	A

Note: 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.

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		COUNCIL ³										
	Change to a Degree Plan	Dept./School	College Academic	Deans	TEC	UGEC	UUAC	GRAD	Provost	Faculty	President	Board of Trustees
1.	University Requirements — Change in approved course content ⁶	A	A	A	A				A	--	A	--
2.	University Requirements — Add or drop a required course from the University Requirements chart ⁶	A	A	A	A				A	A	A	--
3.	University Requirements — Add or drop a course from a menu within the University Requirements ⁶	A	--	--	A				A	--	A	--
4.	University Requirements — Change hours within a menu on the University Requirements chart ⁶	A	A	A	A				A	A	A	--
5.	Major — Revision of major ^{4,5}	A	A	A	A				A	--	A	--
6.	Major — Adopt or change admission requirements	A	A	A	A				A	--	A	--
7.	Major — Add ^{4,5}	A	A	A	A				A	A	A	I
8.	Major – Discontinue (proposed by the department or college)	A	A	A	A				A	A	A	I
9.	Major – Discontinue (proposed by the Provost)	See below.										
10.	GPA — Revise major or cumulative requirement	A	A	A	A				A	A	A	--
11.	Minor — Revise course selection	A	A	A	I				I	--	I	--
12.	Minor — Add	A	A	A	A				A	--	A	--
13.	Minor – Discontinue (proposed by the department or college)	A	A	A	A				A	--	A	--
14.	Minor – Discontinue (proposed by the Provost)	See below.										
15.	Degree — Add	A	A	A	A				A	A	A	I
16.	Degree – Discontinue (proposed by the department or college)	A	A	A	A				A	A	A	I
17.	Degree – Discontinue (proposed by the Provost)	See below.										
18.	Any change to a graduate degree program	A	A	A	A				A	--	A	--

COUNCIL ³										
	Provost-Proposed Change	Provost	Department	Dean	TEC	UUAC	Graduate	Faculty	President	Board of Trustees
1.	Major/Graduate Program – Discontinue (proposed by the Provost)	A	R	R	A			A	A	I
2.	Minor – Discontinue (proposed by the Provost)	A	R	R	A			--	A	--
3.	Degree – Discontinue (proposed by the Provost)	A	R	R	A			A	A	I

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COUNCIL ³										
	Change to the Catalog Information	Dept./School	College Academic	Deans	UGEC	UUAC	GRAD	Provost	Faculty	President
1.	General requirements for graduation including course requirements that are common to all majors for all degrees ⁷	--	--	--	A			A	A	A
2.	Admission requirements	--	--	--	A			A	A	A
3.	Policies governing academic probation and suspension	--	--	--	A			A	A	A
4.	Requirements for graduating with honors	--	--	--	A			A	A	A
5.	Other academic policy changes	--	--	--	A			A	--	A

¹ Councils may request additional information about "Information" items. These items are approved as "Consent Agenda."

² The Dean and Department should respond to the Provost's recommendation to close a program in writing. Advise & Respond (R) requires that the voting body should receive the written responses at least one week prior to the vote.

³ All courses that meet University Requirements for general education must go through UGEC. Courses or degrees offered only to students seeking teacher certification must go through the Teacher Education Council. All undergraduate changes must go before the UUAC. All graduate degree plan changes must go through the Graduate Council.

⁴ A minimum of 30 hours is required for a major. A maximum is specified for each degree (e.g., BA, BS). The university minimum for elective hours is 6, unless the requirements of external accrediting bodies make it impossible.

⁵ Program or course changes that apply to any major that includes Teacher Certification will be reviewed by the college, the Teacher Education Council (TEC), and then the UUAC.

⁶ Courses that satisfy ACU's University Requirements (General Education) 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.

⁷ The UUAC approved the clarification that "general requirements for graduation" means the enumerated items in the "General Requirements for Bachelor's Degrees" section of the catalog.

Revised 3-8-17

Curriculum/Catalog Changes Signature Page

Department/School Chair(s)	
<u>Lanwan Lamling</u>	<u>24 Jan 2020</u>
Signature	Approval date
Signature	Approval date

College Academic Council(s)	
<u>Jonathan Camp</u>	<u>03/06/2020</u>
Signature	Approval date
Signature	Approval date

Dean(s)	
<u>Greg Straughtm</u> Greg Straughtm (Mar 18, 2020)	
Signature	Approval date
Signature	Approval date

Teacher Education Council	
Chair's signature	Approval date

General Education Council	
Chair's signature	Approval date

Undergraduate Academic Council	
Chair's signature	Approval date

Graduate Council	
Chair's signature	Approval date

Provost	
Signature	Approval date

Faculty	
Chair of faculty senate	Approval date

President	
Signature	Approval date

SOCI 442: Race and Racisms

Previous Course Description	Proposed Course Description	
A study of American minority relations including facts and myths, sources and consequences of prejudice, and patterns of intergroup relations. May be used to satisfy University Requirements.	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.	
Previous Course Objective	Proposed Course Objective	Measurement
Demonstrate an understanding of the sociological concept of diversity and recognize the way it affects, both positively and negatively, social interaction between diverse groups.	Evaluate the strength of social science evidence regarding the persistence of racial and ethnic inequalities in the United States.	Blog Post #1, In-Class Questions
Demonstrate an ability to apply basic concepts and theories used in the discussion of minority relations.	Compare one's own cultural rules and preferences to another social group. (This objective is consistent with Outcome	Course Papers 1, 2, In-Class Questions

	#1 on the Cultural Awareness menu)	
Demonstrate an understanding of how stereotyping, prejudice and discrimination are perpetuated through various social institutions.	Contrast the different experiences of racial privilege and oppression in US society. (This objective is consistent with Outcome #4 on the Cultural Awareness menu)	Blog Post #2, In-Class Questions
Demonstrate an understanding of the history of minority groups in the US; approximate dates of arrival, geographic locations and immigration laws related to the group's history.	We suggest deleting this objective, as it is not consistent with the main ideas presented in this course.	

SOCI 442: Race and Racisms

CRN:

3 credit hours

Mondays, Wednesdays, and Fridays, Fall 2020

Sherrod Building Room 217

Always subject to change

Instructor: Dan Morrison, PhD Assistant Professor of Sociology Office: 134B Sherrod Building Email: dan.morrison@acu.edu Office Phone: 325-674-2293 Web: Canvas	Office Hours: Mondays and Thursdays 3-5 p.m.; Tuesdays 2-5 p.m. Please sign up at https://tinyurl.com/DrM-ACU ; also, by appointment
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Catalog Description: 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.

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.	Blog Post #1, In-Class Questions
Compare one's own cultural rules and preferences to another social group. (This objective is consistent with Outcome #1 on the Cultural Awareness menu)	Course Papers 1, 2, In-Class Questions
Contrast the different experiences of privilege and oppression in US society.	Blog Post #2, In-Class Questions

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.

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, including class attendance, 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 Rubric for Weekly Questions

10 points: You present a clear and direct response to the question, and draw from examples in the reading to make your points.

9 points: You present a response to the question, and draw from examples in the reading to make your points.

8 points: You answer the question and provide at least one example from the readings.

7 points: You answer the question and allude to the readings.

6 points: You answer the question.

5 points: You write your name on the paper.

0 points: You are absent and miss the question.

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

and to take advantage of their writing tutor program. A tutor can help you avoid common mistakes in your writing and turn in a more polished paper. These papers count for 40% of your final grade in the class.

Blog Posts There will be two blog post assignments for this class. These blog posts count for 25% of your final grade in the class. Students will post blogs directly to our class blog, which is hosted on our Canvas site.

Blog Post Assignment #1 Post online by 9/1 at 9pm. This blog post counts for 12.5% of your final grade in the class, and should be posted directly to our class blog on Canvas.

Purpose: This assignment moves you towards mastery of student learning outcome 1, "Evaluate the strength of social science evidence regarding the persistence of racial and ethnic inequalities in the United States."

Task: You will write and revise a 500-word blog post for this class. I expect you to engage the readings, class discussion, and real-life experiences in these blog posts. The blog posts will be in two parts – a first draft, which will be reviewed by your peers and a second draft which I will grade. Your blog post must contain:

1. a unique title;
2. a copyright permissible image (which you can find doing a Creative Commons search on flickr.com, compfight.com, or use an image of your own);
3. at least two links to external websites; and
4. clearly written language, properly formed paragraphs, and proper grammar.

You will post these blogs directly to this class blog.

Blog Post 1: In the film "Race: The Power of an Illusion, Episode 1," microbiologist Pilar Ossorio commented "There's as much or more diversity and genetic difference within any racial group as there is between people of different racial groups." For many people, however, race is an important part of their identity. How does this comment affect the way you think of yourself? Write a 500-word blog post that explains 1) the evidence provided for Pilar Ossorio's statement; 2) what your racial identity is and how you usually think of yourself; and 3) how this evidence affects how you think of your own racial identity. We will discuss what these posts look like by reviewing the Race and Racism project at the University of Richmond, here: <https://blog.richmond.edu/memory> and those of Dr. Golash-Boza, here: <https://raceethnicityfall2012.blogspot.com/>.

Post online by 9/1 at 9pm.

- Comment on someone else's blog post before **9/4 at 12pm**. 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 criteria for success below for reference. Keep track of which posts you commented on as you will be required to send in those links.
- Revise your Blog Post based on comments, readings, and film. In your revision, end with a reflection on why the idea of race persists, even though scientists are unable to find a genetic basis for social ideas of racial differences. When thinking of why the idea of race persists, consider who has benefited and who presently benefits from dividing people into racial groups. **Post online by 9/4 at 9pm.**
- Email the link to your original post, your revised post, and your two comments to: dan.morrison@acu.edu

Criteria for Success for Blog Post 1: Initial Post 10 points

- Comment on 2 posts 5 points
- Title 5 points
- Image 5 points
- 2 links 5 points
- Clear language 10 points
- Engages with Ossorio 20 points
- Reflect on racial identity 20 points
- Answers the question: Why does race persist? 20 points

Blog Post 2:

- **Post initial draft of your 500-word blog post online by 11/6 at 9pm.**
- 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.
- Use relevant statistics on your city, town, county, or state with links to source data to put your personal story into context.
- Provide relevant statistics on US from chapter with links to book website
- Include an image that conveys the ideas you want to put forth.
- 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.
- Comment on someone else's blog post before **11/20 at 12pm**. 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.

- Revise your Blog Post 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. **Post online by 11/20 at 9pm.**

- Email the link to your original post, your revised post, and your two comments to: dan.morrison@acu.edu

Rubric for Blog Post 2:

- Initial Post 10 points
- Comment on 2 posts 5 points
- Title 5 points
- Image 5 points
- 2 links 5 points
- Clear language 10 points
- Local/US statistics 15 points
- Personal Story 15 points
- Kind of racism 15 points
- Why racism persists? 15 points

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 Wellness¹: 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 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

¹ 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.

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](#).

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. Unexcused absences will count against your final grade in the course. You may be counted absent if you are observed using technology such as laptops, cell phones, or other devices that have on/off functionality. 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.
- This bullet point contains an Easter egg. Students who find this bullet and email the instructor with a picture of the sitcom character ALF 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.
- Attendance is required. We are only here for a few class sessions, so come to all of them. Students who miss more than two classes will lose two points/class on your participation and attendance grade.
- Use of any device with an on/off switch is prohibited in class, unless use is required due to a documented disability. I may mark students who use such

devices absent, even if you are physically present in the classroom.

- 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 Readings 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 #/ Class #	Date	Textbook Chapter to Read	Topic	Additional Readings, Films, and in-class Activities. All such content is available in the Module for the Week on Canvas
1/1	8/26	none	Introduction to the Course	In-Class film: Race: The Power of an Illusion, Volume 1
1/2	8/28	Chapter 1	History	In-Class film: Race: The Power of an Illusion, Volume 2
1/3	8/30	Chapter 1	History	
2/1	9/2	Chapter 2	History	
2/2	9/4	Chapter 2	History	Blog Post 1 due; Post online by 10 p.m.
2/3	9/6	Chapter 2	History	
3/1	9/9	Chapter 3	Ideology	
3/2	9/11	Chapter 3	Ideology	Additional Reading for Sep 4: Bonilla-Silva, Eduardo, Amanda Lewis, David G. Embrick "I Did Not Get That Job Because of a Black Man...": The Story Lines and Testimonies of Color- Blind Racism" Sociological Forum, Vol. 19, No. 4, (Dec., 2004), pp. 555-581
3/3	9/13	Chapter 3	Ideology	
4/1	9/16	Chapter 4	Media	
4/2	9/18	Chapter 4	Media	Additional Reading: Merskin, Debra. "Three Faces of Eva: Perpetuation of The Hot-Latina Stereotype in

				Desperate Housewives" The Howard Journal of Communications, 18:133-151, 2007
4/3	9/20	Chapter 4	Media	
5/1	9/23	Chapter 5	Colorism	
5/2	9/25	Chapter 5	Colorism	Additional Reading: Saraswati, L. Ayu. "Malu": Coloring Shame and Shaming the Color of Beauty in Transnational Indonesia. Feminist Studies 38: 1, 2012.
5/3	9/27	Chapter 5	Colorism	
6/1	9/30	Chapter 6	Whiteness	Additional Readings: The Problem with Privilege by Andrea Smith. http://andrea366.wordpress.com/2013/08/14/the-problem-with-privilege-by-andrea-smith/ And "White Student Union" https://video.vice.com/en_us/video/white-student-union/560a7cf-d774a13ac32f7b404
6/2	10/2	Chapter 6	Whiteness	The Problem with White Privilege and White Allies by Tanya Golash-Boza http://www.aljazeera.com/indepth/opinion/2013/09/2013920103353832487.html
6/3	10/4	Chapter 7	Theory	
7/1	10/7	Chapter 7	Theory	Additional Reading TBA
7/2	10/9			Paper 1 Due
Part 2: Racial Institutions and Practices				

7/3	10/11	Chapter 8	Education	
8/1	10/14	Chapter 8	Education	Additional Reading: Carter, Prudence L. ""Black"Cultural Capital, Status Positioning, and Schooling Conflicts for Low-Income African American Youth." Social Problems 50.1 (2003): 136-155.
8/2	10/16	Chapter 8	Education	<i>This American Life</i> : The Problem We All Live With Podcast, Episodes 1 and 2
8/3	10/18	No Reading		In-class Film: Race: Power of an Illusion, Volume 3
9/1	10/21	No Reading		In-class Film: Race: Power of an Illusion, Volume 3
9/2	10/23			
9/3	10/25	Chapter 10	Housing	
10/1	10/28			Additional Reading: Charles, Camille Zubrinsky. "The dynamics of racial residential segregation."Annual review of sociology (2003): 167-207.
10/2	10/30	Chapter 10	Housing	
10/3	11/1			Selections from Desmond, <i>Evicted</i>
11/1	11/4			Selections from Desmond, <i>Evicted</i>
11/2	11/6	Chapter 9	Labor Market	
11/3	11/8			Additional Reading: Kim, ChangHwan, and Arthur

				Sakamoto. "Have Asian American men achieved labor market parity with white men?." American Sociological Review 75.6 (2010): 934-957.
12/1	11/11	Chapter 9	Labor Market	
12/2	11/13	Chapter 11	Prison	
12/3	11/15			In class film: "House I Live In"
13/1	11/18			In class film: "House I Live In"
13/2	11/20	Chapter 12	Health	Blog Post 2 Due (final)
13/3	11/22			In class film: "Unnatural Causes"
14/1	11/25			Additional Reading: Abraído-Lanza, Ana F., Maria T. Chao, and Karen R. Flórez. "Do healthy behaviors decline with greater acculturation?: Implications for the Latino mortality paradox." Social science & medicine 61.6 (2005): 1243-1255.
Thanksgiving Break				
15/1	12/2	Chapter 13	Immigration	
15/2	12/4			Additional Reading: Chapter 10 of Inheriting the City by Philip Kasinitz and John H. Mollenkopf "Race, Prejudice and Discrimination".

				Blog Post 2 Due
15/3	12/6			Paper 2 Due
Final Exam	TBA			We will meet for a final experience during this time.



Suzanne Macaluso <scm11a@acu.edu>

Changing SOCI 442 - Cultural Diversity

3 messages

Suzie Macaluso <scm11a@acu.edu>
Reply-To: Suzie.Macaluso@acu.edu
To: Ronnie Morgan <rxm03c@acu.edu>
Cc: Daniel Morrison <drm18c@acu.edu>

Wed, Aug 28, 2019 at 2:42 PM

Hi Ron,

Dan and I are proposing to change the name of SOCI 442 to Race and Racisms and we are going to update the description and learning outcomes. We feel that these changes actually make it a stronger fit for the Gender and Multicultural Studies minor. Below are the proposed changes, what are your thoughts?

Proposed Course 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.
Proposed Course Objective
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 groups'.
Contrast the different experiences of privilege and oppression in US society.

Thanks,
Suzie

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Suzie Macaluso, PhD
Director, Pruett Gerontology Center
Associate Professor of Sociology & Gerontology
Abilene Christian University
ACU Box 27793, Abilene, TX 79699-7890

Phone: 325-674-2350

Ron Morgan <rxm03c@acu.edu>
To: "suzie. macaluso" <Suzie.Macaluso@acu.edu>

Thu, Aug 29, 2019 at 9:35 AM

Suzie, the course description looks good. There is an unneeded apostrophe at the end of "social groups" on one of the course objectives. Those objectives may need to be thought through or elaborated a bit more. But yes, it's a better fit for our minor.

Good work.

Begin forwarded message:
[Quoted text hidden]

Suzie Macaluso <scm11a@acu.edu>
Reply-To: Suzie.Macaluso@acu.edu
To: Ron Morgan <rxm03c@acu.edu>
Cc: "suzie. macaluso" <Suzie.Macaluso@acu.edu>

Fri, Aug 30, 2019 at 9:49 AM

Thanks for the feedback!
[Quoted text hidden]