



COUGARS

Syllabus for SOC 304 WS1¹

Race & Ethnic Relations

Department of Sociology

Winter 2023

12/18/2023 - 1/7/2024

About the Instructor

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Office Hours: By appointment via Zoom

Welcome to Race & Ethnic Relations!

Welcome to Social Inequalities! In this course, we will delve deep into the dynamics of social inequalities, examining their root causes, consequences, and potential solutions. We will explore how various forms of inequality, such as economic, racial, gender, and educational inequalities, intersect and affect individuals and communities differently. Our goal is not only to understand these disparities but also to foster critical thinking and inspire action toward a more equitable society.

Bio

Greetings Scholars! My name is Sam. I'm a Capricorn and I like long walks on the beach. Just kidding. I have 2 children and 1 bonus child. I am also a loving mother of four fur babies (three dogs and one cat). I have been teaching Sociology for four years, it is one of my favorite things to do. Besides teaching I love hanging out with my family doing everything from traveling to having game nights to enjoying a binge night of watching television series or films. I am a big Sci-fi fan with a focus on horror. Finally, please note, I'm a failed comic, but that doesn't stop me from trying to make people laugh. So, when I make horrific jokes in class, just smile and nod. My ego thanks you.

Teaching Philosophy

"Teaching is about making some kind of dent in the world so that the world is different than it was before you practiced your craft." (Brookfield 1990:18)

Transformative, liberating, critical, and reflexive are just a few of the words that describe my pedagogy. Teaching should be transformative using a two-way symmetrical model where information flows between you and I instead of the oppressive banking approach where I am the only dominating authority in the classroom, and you are the submissive empty vessel waiting to essentially be filled with knowledge Freire (2012). My teaching style involves lectures that are open-ended and allow for theorizing from lived experiences.

DISCLAIMER: Due to the nature of the course and discussion on the various aspects of sociology, I will be covering topics such as: violence, mental health, incarceration, race/racism/discrimination/policing, gender, and other heavy materials. I encourage each student to engage in discussions about their feelings/reactions of topics but be respectful of each other's well-being and opinions. I understand that there may be topics that can be debated and that some people may feel strongly about specific things, but keep in mind that my classroom is a safe zone. ***Therefore, any sort of judgment, bullying, name calling, or disrespect will NOT be tolerated.*** It is my hope that we learn from one another and maintain a fun course, sharing our perspectives about what we know or have learned.

¹ Thanks to the following amazing people for their contributions to the formation of this syllabus: T. Hayes, L. Hung, I. Smith, E. Stygar, S. Weissinger, E. Corby, V. Valdez, F. Maätita, Pamela Williams, and Liz Stygar.

Communicating with the instructor

If ever the class material becomes confusing or too much, I am relying on you to come to me –in-person and/or e-mail- and say **“Sam, I need x,y,z.”** Even if you do not know what you need, reach out to me anyway. We can talk through what may be bothering you and work together to find a solution that allows you to gain an education that works for you.

The best way to reach me is via e-mail. I check email throughout the day Monday through Friday, 8:30 am – 6:00 pm (not including holidays, breaks, school closings, or when unavailable due to illness). Emails received outside of the designated times will be responded to the following business day.

About the Course

Course description

This course and the questions we will address are relevant for understanding the political, economic, and social climate for all racial and ethnic groups. Our job is not to establish whether racism and discrimination exist, but we will begin with the presumption that such inequalities exist and affect every one of us in this class. Building on this principle, we will (1) examine a variety of approaches to and explanations for racial and ethnic stratification in society; (2) explore the effects of social institution on our lives and the lives of others; and (3) discuss the consequences of race and ethnicity in our daily lives.

Prerequisite knowledge and credit hours

Reading and writing placement at ENG 101 or completion of all reading and writing developmental requirements. This course is 3 credit hours.

Course goals and objectives

Upon completing this course, you will be able to:

- Define race, ethnicity and racism;
- Apply classical and contemporary theoretical constructs for analyzing race and ethnic relations;
- Demonstrate the effects of racism and privilege on your personal lived experiences;
- Demonstrate a sociological understanding of race and ethnic relations;
- Propose appropriate solutions for racial and ethnic inequality;
- Comprehend methods of inquiry social scientists employ in their analyses of race and ethnic relations; and
- Develop analytical, critical thinking and communication skills to understand race and ethnic relations.

Course Expectations

The course goals that I outline below relate to both class materials and general professionalism. I intend for these goals to enhance your experiences in this course and in the proverbial real world.

- *Use analysis rather than morality to understand issues related to race and ethnic relations*
 - Use curiosity to ask questions
 - Avoid moral language like “should,” “bad” or “right and wrong”
 - Uncover the social and historical context of our behavior
- *Demonstrate professional behavior expected in class and other workplace environments*
 - Read syllabus, directions for assignments and readings carefully
 - Submit your assignments in a timely manner
 - Demonstrate respect for peers and instructors in correspondence and discussions
 - Modify behavior, if needed, based on my feedback
- *Practice problem solving*
 - Uncover important and relevant information
 - Organize time effectively
 - Take responsibility when you submit a late assignment
 - You must figure out how to complete all course requirements effectively.

Course textbooks

There is one required book for this course:

Desmond, Matthew and Mustafa Emirbayer. 2020. *Race in America*, 2nd edition. New York, NY: WW Norton and Company, Inc. (RIA)

Undergraduate students can rent textbooks from SIUE. Please visit the [Textbook Service website](#) for more information. For off-campus classes, the textbook may be shipped to you. Look for the option “Off-Campus Classes have special instructions, click here for these.” Note: shipping time may take up to two weeks.

Other course materials

Any additional articles and films will be provided to you. Please make sure that you have Adobe, as the readings are in PDF form.

Course Requirements

Course activities/assessments

Unless otherwise stated, all course activities are on Blackboard.

Submitting work

All course work must be submitted through Blackboard. If you submit to me through e-mail I cannot save it to your Blackboard, so you must submit all course work through Blackboard for grading.

Introduction Post

This Blackboard discussion post will allow you to (1) get to know a little about who I am and (2) share a little about yourself. You can find it under “Discussion Board.” Please post your response by 11:59 p.m. on 21 December. [This post is worth 25 possible points.](#)

Syllabus Quiz

After you review this syllabus, you must take a short (10-question) quiz to indicate that you have read and understand your expectations in this course. You can find the quiz under the “Quiz and Exams” tab on Blackboard. You must complete this quiz by 11:59 pm on 21 December. [This quiz is worth 25 possible points.](#)

Exams

There will be three exams this session, which you can locate in the “Quiz and Exams” tab on Blackboard. I will make each exam available over the weekend (Friday-Sunday) at the end of each week. (For instance, week 1 is 18-24 December, and exam 1 will be available online 22-24 December.) Each exam will be a combination of multiple choice and true/false. [Each exam will be worth 100 points.](#)



There is a chance that some of you will be accidentally logged out of an exam before you have completed it. If you get logged out, do not panic. Email me and I will be happy to reset the quiz/exam for you as quickly as I can.

Theory to Practice Discussions

I will post three discussion prompts on Blackboard, which will give you an opportunity to apply the concepts we discuss in class to ongoing social events. You can find these prompts in the Weekly Content Folders or under "Discussion Board."

You will respond with a typed response. After you respond to my prompts, then you must also respond to a classmates' comments. **You must respond to at least 2 of your classmates' posts in order to receive the full 75 points for the discussion post.**

I don't have a target maximum length for your discussion posts or your responses to your classmates' posts. Some of you might have a lot to say one week, and not so much another week. Some students' might be inspired to post a lengthy (let's say, 3+ paragraph) response, while others can succinctly respond in 5 sentences. Overall, I'm more interested in the quality of your posts rather than in quantity (length). However, please note that responses that simply state something like: "I agree, what you said makes sense" will not receive any points. If you agree or disagree with someone's post, provide a thorough and concise explanation as to why (minimum 5 sentences).

Each discussion post (which includes the initial response and the replies to two different student's posts) is worth 75 points. I have outlined the posts and deadlines for each discussion on your Course Schedule.

Submitting work

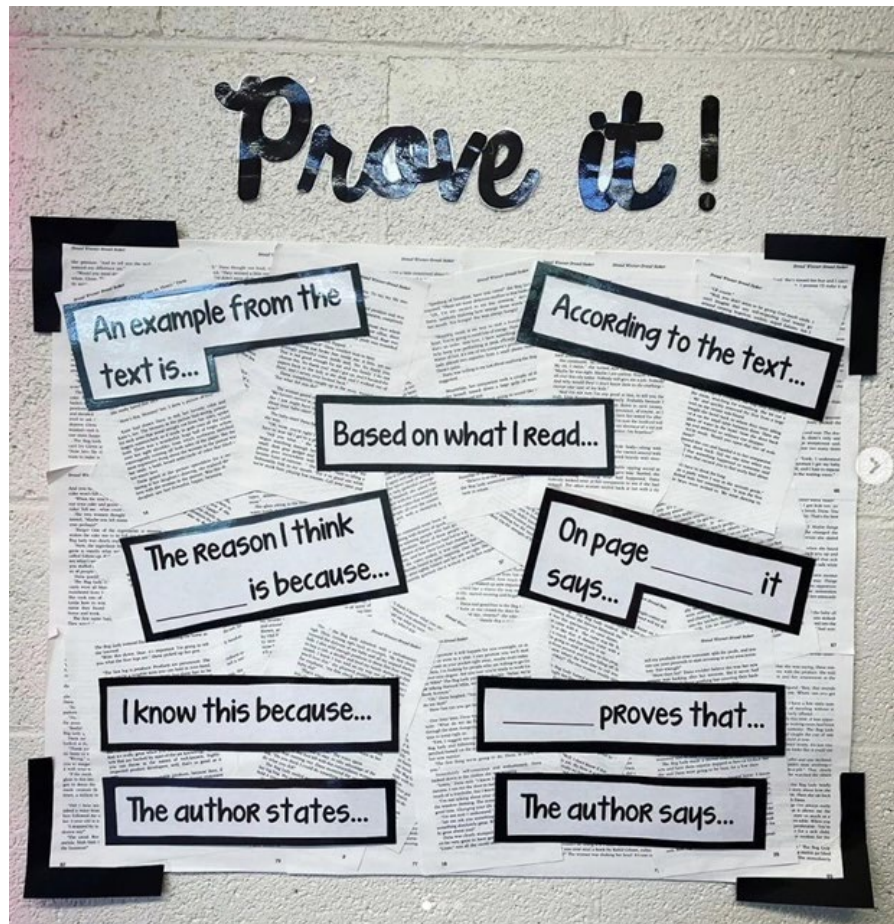
All course work must be submitted through Blackboard by the respective due dates. If you submit to me through e-mail I cannot save it to your Blackboard, so you must submit all course work through Blackboard for grading.

Online class behavior

Respectful communication is required when communicating online. Oftentimes, due to the ANONYMITY of communicating online, people are not always as thoughtful or respectful in communicating as they would be if they were talking to someone face-to-face. I strongly encourage you all to keep in mind that respectful communication, as in face-to-face communication, is important in this class.

Patience is also particularly important in online learning because just like people, technology is not perfect and can sometimes fail or let us down as well. It is important to respect the different opinions, perspectives, and lifestyles of your classmates, so that everyone can optimize their learning experiences.

- **Reflect** before you post an emotional response and reread what you have written to be sure it is professional. Communicate as if your comments are printed in a newspaper.
- **Communicate** effectively.
 - Do not use all caps or multiple punctuation marks (!!!, ???, etc.).
 - Be sure to define or explain acronyms, jargon or uncommon terms so everyone can understand and participate in the discussion.
- **Sign your name.** Take responsibility for your comments to build a strong classroom community.
- **Foster community.** Share your ideas and contribute to ongoing discussions. Make comments that add to, not detract from, a positive learning environment for the course.



- **Be constructive.** Challenge ideas and the course content but do so in positive ways. It's fine to disagree, but when done politely you stimulate and encourage helpful discussion, and you maintain positive relationships with fellow students.
- **Keep the conversation on the topic.** Online dialogue is like a conversation. If there is a particular dialogue going on, please add to it, but if you have something new to say, start a new thread.

Technology requirements

Technical requirements for students can be found in this [ITS KnowledgeBase article](#).

NOTE: When you need additional technical support you should contact ITS (contact details provided at the end of syllabus – subject to change per conditions) or contact me. (Note, however, that I am a DeVry school dropout, so my breath of computer knowledge is limited).

Technology capabilities

Students in an online course should be able to:

- Use a word processor, such as MS Word, to compose assignments and communicate with others in the class
- Attach files to emails or course areas
- Navigate websites and course materials
- Reach out to tech support staff when issues arise and troubleshoot to resolve problems

Additional guidance for taking online courses can be found on the [Online at SIUE site](#).

Course Policies and University Policies

Academic integrity/plagiarism

Students are reminded that the expectations and academic standards outlined in the [Student Academic Code \(3C2\)](#) apply to all courses, field experiences and educational experiences at the University, regardless of modality or location.

Plagiarism is the use of another person's words or ideas without crediting that person. Plagiarism and cheating will not be tolerated and may lead to failure on an assignment, in the class, or dismissal from the University, per the [SIUE academic dishonesty policy](#). Students are responsible for complying with University policies about academic honesty as stated in the [University's Student Academic Conduct Code](#).

Unless expressly allowed by the instructor, the use of artificial intelligence (AI) tools and applications (including ChatGPT, DALL-E, and others) to produce content for course assignments and assessments is a violation of SIUE's academic policy and is prohibited.

Grading

Activity or Assessment	Points Each	Total Points
Introduction Post: To be posted by 21 December at 11:59 pm	25 points	25 points
Syllabus Quiz: To be posted by 21 December at 11:59 pm	25 points	25 points
Theory to Practice Discussions (3)	75 points each	225 points
Exams (3)	100 points each	300 points
		575 points

Grading scale

Letter	Point Range
A	518-575
B	460-517
C	403-459
D	345-402
F	<401

Grading rubric[s]

Grading rubrics and assignment criteria details are provided on Blackboard.

Feedback and grading timeline

You should be able to access your exam grade immediately after you complete it. You can find your grade by clicking the [My Grades](#) link on the left menu of the Blackboard course. If there is a rubric attached to the assignment, you can click your score to see my personal feedback on the rubric.

Late or Missed Assignments

Due to the fast-paced nature of the class, please do your best to adhere to all deadlines. I will not accept late assignments unless you have notified me before the due date.

Participation

It is vitally important that our classroom environment promotes the respectful exchange of ideas, including being sensitive to the views and beliefs expressed during online discussions. Your success in this course will depend on your communication, consistent engagement, and active participation in all course activities. Success in this course requires that adhere to the deadlines given below as you complete assignments, discussions, and other course activities. Timely participation in online discussions is very important and is not optional. You are expected to post and reply to discussions in a timely manner consistent with the requirements contained within the course syllabus and discussion rubric.

Regular and Substantive Interaction

Regular and substantive interaction (RSI) is required as part of new U.S. Department of Education regulations for distance (online) education and it supports student learning in all learning environments (online, face-to-face, hybrid, hybrid, etc.). SIUE faculty participate in RSI by initiating frequent and timely opportunities to engage with students. Because there are several ways to implement RSI, such as facilitating online discussions, scheduling a Zoom conference with a student, or holding regularly scheduled review sessions before tests, RSI may look different in every class. To learn more about RSI, use the Online Tips links for Faculty and Students in your Blackboard course websites or visit the [Faculty Resources for Regular and Substantive Interaction webpage](#).

Recordings of Class Content

Faculty recordings of lectures and/or other course materials are meant to facilitate student learning and to help facilitate a student catching up who has missed class due to illness or quarantine. As such, students are reminded that the recording, as well as replicating or sharing of any course content and/or course materials without the express permission of the instructor of record, is not permitted, and may be considered a violation of the University's Student Conduct Code (3C1), linked here: <https://www.siu.edu/policies/3c1.shtml>. **NOTE:** This does not apply to those who have accommodation to do so.

Diversity and Inclusion

SIUE is committed to respecting everyone's dignity at all times. In order to learn, exchange ideas, and support one another, our virtual and physical classrooms must be places where students and teachers feel safe and supported. Systems of oppression permeate our institutions and our classrooms. All students and faculty have the responsibility to co-create a classroom that affirms inclusion, equity, and social justice, where racism, sexism, classism, ableism, heterosexism, xenophobia, and other social pathologies are not tolerated. Violations of this policy will be enforced in line with the SIUE Student Conduct Code.

The [Inclusive Excellence, Education, and Development Hub](#) is an excellent resource for students for support and community. Any person who believes they have experienced or witnessed discrimination or harassment can contact Lindy Wagner, Assistant Vice Chancellor for Inclusive Excellence, Education and Development at (618) 650-3179 or linwagn@siue.edu.

Pregnancy and Newly Parenting Policy

This policy and procedure are established to ensure the protection and equal treatment of pregnant students, students with pregnancy-related medical conditions including as a result of the termination of pregnancy, and students who become new parents including parents adopting or fostering to adopt for the first 12 weeks a child is in the home, in accordance with Federal and State guidelines and regulations. "New Parents" refers to a parent who has recently welcomed a newborn or adopted a child or is fostering to adopt a child and needs support to mitigate the disruption in academic progress within the first 12 weeks of parenting or a parent that needs support due to medical necessity attributed to pregnancy or delivery of a child; care of newborn; or lactation within the first year of child's life or legal

adoption/fostering. Visit [Policies & Procedures - Student Rights and Conduct - Newly Parenting Policy - 3C15](#) to view the full policy and learn how to request accommodations through the Office of Equal Opportunity, Access, and Title IX Coordination (EOA).

Technology Privacy Information

[Sample: According to [OSCQR Standard #14](#), the course should include links to privacy policies for technology tools to let students know what data may be collected and if their data is secure. If you are using Blackboard, keep the privacy statement below. Add links to privacy statements for any other technology tools you are using in the course.]

We will be using Blackboard in this course. View the [Anthology Blackboard Privacy Statement](#) to review how your data is being used and stored.

Additional Support

Services for Students Needing Accommodations

Students needing accommodations because of medical diagnosis or major life impairment will need to register with Accessible Campus Community & Equitable Student Support (ACCESS) and complete an intake process before accommodations will be given. Students who believe they have a diagnosis, but do not have documentation, should contact ACCESS for assistance and/or appropriate referral. The ACCESS office is located in the Student Success Center, Room 1203. You can also reach the office by emailing us at myaccess@siue.edu or by calling [618-650-3726](tel:618-650-3726).

If you feel you would need additional help in the event of an emergency situation, please notify your instructor to be shown the evacuation route and discuss specific needs for assistance.

Academic and Other Student Services

As an enrolled SIUE student, you have a variety of support available to you, including:

- [Lovejoy Library Resources](#)
- [Academic Success Sessions](#)
- [Tutoring Resource Center](#)
- [The Writing Center](#)
- [Academic Advising](#)
- [Financial Aid](#)
- [Campus Events](#)
- [Counseling Services](#)

If you find that you need additional support, please reach out to me and let me know.

Cougar Care

Dealing with the fast-paced life of a college student can be challenging, and I always support a student's decisions to prioritize mental health. Students have access to counseling services on campus (Student Success Center, 0222). Make an appointment by visiting cougarcare.siue.edu or by calling [618-650-2842](tel:618-650-2842).

Student Success Coaches

[Student success coaches](#) work across campus to serve the SIUE student population with the tools and resources to adjust to and meet the demands of the college experience. Success coaches provide direct services such as time management support and referrals to campus resources. If you find yourself in need of academic or personal support, or in a situation that is preventing you from being successful in the classroom, please utilize [Starfish](#) to connect with a coach as soon as possible. The sooner you engage, the sooner you can access the information or tools you need that may help you get back on track.

Technical Support

Since this is an online course, you are expected to have reliable Internet access on a regular basis. It is your responsibility to address any computer problems that might occur. Such problems are not an excuse for delays in meeting expectations or for missing course deadlines.

Contact ITS at [618-650-5500](tel:618-650-5500) or at help@siue.edu with any technical concerns. You can also check the functionality of University systems, including Blackboard, at the [ITS System Status page](#), or search the [ITS KnowledgeBase](#) for various how-to and troubleshooting guides.

Tips for taking online assessments:

- Set up a wired (Ethernet) Internet connection on your computer
- Do not use a mobile device, such as a phone or tablet
- Read the instructions and directions carefully
- Be prepared to complete the assessment in the allotted time

Subject to change notice

All material, assignments, and deadlines are subject to change with prior notice. It is your responsibility to stay in touch with your instructor, review the course site regularly, or communicate with other students, to adjust as needed if assignments or due dates change.

Important Dates to Consider

Date:	Deadline:
18 December	Official Start of Winter Session
18 December	Deadline to Drop class(es) with a 100% credit of tuition and fees
21 December	Deadline to withdraw from term with 50% credit of tuition and no refund of fees (less \$100 administrative fee)
29 December	Deadline to drop class(es) to receive W-Grade
3 January	Deadline to drop class(es) with instructor permission (WP/WF)
7 January	Official End of Winter Session

Course Schedule:

Week	Learning Activities:	Assignments: All due date times are 11:59 pm CST
Week 1 (17-24 Dec)	<ul style="list-style-type: none"> ➤ Read course syllabus ➤ Watch introductory video ➤ Watch course overview video ➤ “Race in the 21st Century” (Ch 1; “Self-Identity and Identity Formation” and “The Problem of Identity” ➤ “The Invention of Race” (Ch 2) ➤ “Aesthetics” (Ch 8) 	<ul style="list-style-type: none"> ➤ Introduction post: Due 21 Dec (11:59 pm)
		<ul style="list-style-type: none"> ➤ Syllabus quiz: Due 21 Dec (11:59 pm)
		<ul style="list-style-type: none"> ➤ Discussion 1: Available 17 Dec (12:00 am) Due 24 Dec (11:59 pm)
		<ul style="list-style-type: none"> ➤ Exam #1: Available 22 Dec (12:00 am) Due 24 Dec (11:59 pm)
Week 2 (24-31 Dec)	<ul style="list-style-type: none"> ➤ “Associations” (Ch 9) ➤ “Politics” (Ch 3) ➤ “Economics” (Ch 4; “The Family since Colonialism and Slavery”) 	<ul style="list-style-type: none"> ➤ Discussion 2: Available 24 Dec (12:00 am) Due 31 Dec (11:59 pm)
		<ul style="list-style-type: none"> ➤ Exam #2: Available 29 Dec (12:00 am) Due 31 Dec (11:59 pm)
Week 3 (31 Dec-7 Jan)	<ul style="list-style-type: none"> ➤ “Housing” (Ch 5) ➤ “Crime and Punishment” (Ch 6) ➤ “Education” (Ch 7) ➤ “Toward a Racial Democracy” (Ch 11) 	<ul style="list-style-type: none"> ➤ Discussion 3: Available 31 Dec (12:00 am) Due 7 Jan (11:59 pm)
		<ul style="list-style-type: none"> ➤ Exam #3: Available 5 Jan (12:00 am) Due 7 Jan (11:59 pm)