SIUE logo with black sans serif capital SIU and a red lower case e

Syllabus for SOC 304[[1]](#footnote-1)

Race & Ethnic Relations

Department of Sociology and Criminal Justice

Winter Session 2021 - 12/20/2021 – 1/9/2022

**About the Instructor**

Name: Sam Chapple

Semester hours 3

Office Hours: By appointment

E-mail: schappl@siue.edu

**Welcome to Race & Ethnic Relations!**

Welcome to Race and Ethnic Relations. I look forward to lots of great interactions!

**How I Teach**

*“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)*

The words “making the world different than it was before” (Brookfield 1990:18) guide not only how I feel about my life, but also serves as the foundation for my teaching philosophy. My passion for learning about sociological theories and identifying with critical theories that helps us to connect-the-dots is instrumental in my teaching Sociology.

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**: I encourage each student to engage in discussions about their feelings and reactions to topics but be respectful of each other’s well-being and opinions. 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.

**Communicating with Me**

If ever the class material becomes confusing or too much, I am relying on you to come to e-mail me 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. 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.

**Course Delivery: Online Asynchronous**

This course is online asynchronous, which means that all materials will be available online and we will not have any regularly scheduled meetings. I have established several opportunities for us to connect with material and one another, though. First, you can use the Discussion Board (1) to respond to the weekly prompts I have provided and (2) to engage with one another. Second, I have posted PowerPoint lectures and recorded lectures for each assigned chapter. Finally, I am happy to set up any Zoom sessions to discuss any questions with this course.

**Course 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 Textbook**

There are two required books for this course:

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

Gallagher, Charles A. 2019. *Rethinking the Color Line: Readings in Race and Ethnicity*, 6th edition. Boston, MA: McGraw-Hill. (RCL)

In your course calendar, readings from the Gallagher reader are listed as ‘RCL,’ while readings from the Desmond text are listed as ‘RIA.’

These books are available for rent through SIUE Textbook Rentals. Please visit the Textbook Service website for more information. You can also find these books online on sites such as Amazon.com.

**Course Requirements**

**Course Activities/Assessments**

All course activities are available on Blackboard.

**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 either “Course Information” or Discussion Board.” Please post your response by 11:59 p.m. on 22 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 22 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 at the end of each week. (For instance, week 1 is 20‑26 December, and exam 1 will be available online 25-26 December.) Each exam will be a combination of multiple choice and true/false and will be worth 100 points.

|  |  |
| --- | --- |
| C:\Users\fmaatit\AppData\Local\Microsoft\Windows\INetCache\Content.MSO\54CC85D.tmp | *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 either a typed or a short (no more than 5 minute) recorded response (via TechSmith Knowmia or Zoom). After you respond to my prompts, then you can respond to your classmates’ comments. You must respond to at least 3 classmates’ posts.

Weekly responses are worth 50 possible posts. I have outlined the posts and deadlines for each discussion on your Course Schedule.

**Submitting Work**

You must submit your work through Blackboard.

**Online Class Behavior**

This course will be entirely online, so I feel it necessary to remind you about appropriate communication with me. Here are some helpful suggestions that will make for successful communications in this course.

* When you contact me, start your messages with a proper salutation.
* Be sure to provide your name in all correspondences.
* Treat our correspondences as an exercise in professional communication.

**Technology Requirements**

Technical requirements for students can be found in this ITS Knowledge Base article.

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| Keep in mind | *The university will be closed 24 December 2020 – 2 January 2021. ITS will be available for you every day of this winter session, however.* |

**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 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 Requirements**

**Academic Integrity/Plagiarism**

According to university policy, plagiarism is a serious violation of academic honesty. Plagiarism refers to the act of representing someone else’s work as your own. Such offenses include copying from a book, article, the Internet or a paper written by anyone besides yourself directly or indirectly (i.e., paraphrasing) without acknowledging the work as someone else’s.

I have no problem with you using someone else’s ideas. There will be a problem if you fail to acknowledge whose work and ideas you are using, however. When you use someone else’s work, be sure to cite, reference and use quotation marks where appropriate. *If you are unsure what constitutes plagiarism, contact either me or the Writing Center for further information.*

**Grading**

| **Requirement:** | **Possible Points:** |
| --- | --- |
| Introduction Post: To be posted by 22 December at 11:59 pm | 25 points |
| Syllabus Quiz: To be completed by 22 December at 11:59 pm | 25 points |
| Theory to Practice Discussions: Each post will be 50 points | 150 points |
| Exams: Each exam will be worth 100 points | 300 points |
|  | 500 possible points |

## **Grading Scale**

|  |  |
| --- | --- |
| **Letter:** | **Point Range:** |
| A | > 450 points |
| B | 400-449 points |
| C | 350-399 points |
| D | 300-349 points |
| F | < 300 points |

## 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

Please do your best to adhere to all deadlines. I will not accept late assignments unless you have notified me before the due date, and I consider your circumstance extreme.

**Student Learning Outcomes**

The assessment of student learning is an integral part of the educational experience at SIUE. To this end, the faculty continually assess student learning to improve student success. Occasionally you will be requested to participate in college-wide and/or discipline specific assessment activities. Please take these assessments seriously. The data that are collected will provide valuable information to faculty and will be used to improve student learning at SIUE.

**Academic Integrity**

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. The full text of the policy can be found here: <https://www.siue.edu/policies/3c2.shtml>.

For me, it is very depressing to find that a student would rather cheat than ask for help. I take allegations of cheating or plagiarism very seriously and follow the rules set forth by the college. This means that you will receive a grade of “F” on every assignment where evidence of cheating or plagiarism is determined.

Academic misconduct includes, but is not limited to cheating, plagiarism and forgery, failure, or refusal to follow clinical practice standards, and soliciting, aiding, abetting, concealing, or attempting such acts. Plagiarism is defined as the act of representing the work of another as one’s own. Plagiarism may consist of copying, paraphrasing, or otherwise using written or oral work of another without proper acknowledgment of the source or presenting oral or written material prepared by another as one’s own. Refer to the Student Handbook or College Catalog for more details.

If you have questions about what counts as Academic Misconduct, just come see me. I will be happy to explain and give you tips for how to avoid suspicion.

**Academic Rigor Statement**

You are enrolled in an academically rigorous college course. Your success in this course will require a significant investment of time outside of the class. According to the Administrative Rules of the Illinois Community College Board (section 1501.309), it is assumed that the student will invest two hours of outside study time for each hour of classroom lecture time and one hour of outside study time for each two-hour laboratory session.

This course is approved under the Illinois Articulation Initiative (IAI). The IAI is based upon the assumption that community colleges and universities are equal partners in delivering lower-division baccalaureate courses. This course is considered equal in scope, quality, and rigor to comparable courses offered at other colleges and universities in Illinois.

## Diversity and Inclusion

SIUE is always committed to respecting everyone’s dignity. 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 Hub <https://www.siue.edu/csdi> is an excellent resource for students for support and community. Any person who believes they have experienced or witnessed discrimination or harassment can contact Ms. Jamie Ball, Director in the Office of Equal Opportunity, Access and Title IX Coordination at (618) 650-2333 or [jball@siue.edu](mailto:jball@siue.edu). There is also an online form for reporting bias incidents at <https://cm.maxient.com/reportingform.php?SIUEdwardsville&layout_id=10>.

**Campus 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](mailto: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, please notify your instructor to be shown the evacuation route and discuss specific needs for assistance.

It is the policy and practice of Southern Illinois University Edwardsville to create inclusive learning environments. If there are aspects of the instruction or design of this course that result in barriers to your inclusion or to accurate assessment of achievement—such as time-limited exams, inaccessible web content or the use of non-captioned videos—please contact Accessible Campus Community and Equitable Student Support (ACCESS) as soon as possible. To properly determine reasonable accommodations, students must register with ACCESS either online at [siue.edu/access](http://siue.edu/access) or in person in the Student Success Center, Room 1203. You can also reach the office by emailing us at [myaccess@siue.edu](mailto: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, 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:

| Support/Service: | Online Information: |
| --- | --- |
| Academic Success Sessions | <https://www.siue.edu/retention/sass/index.shtml> |
| ACCESS  1270 Student Success Center  (618) 650-3726 | [www.siue.edu/access/](http://www.siue.edu/access/)  [myaccess@siue.edu](mailto:myaccess@siue.edu) |
| Campus Events | <https://www.siue.edu/events/> |
| CAS Advising  1315 Peck Hall  (618) 650-5525 | [www.siue.edu/artsandsciences/advisement/](http://www.siue.edu/artsandsciences/advisement/)  [casadvising@siue.edu](mailto:casadvising@siue.edu) |
| Counseling Services  (618) 650-2842 | <https://www.siue.edu/counseling/> |
| Financial Aid  2308 Rendleman Hall  (618) 650-3880 | [www.siue.edu/financialaid/](http://www.siue.edu/financialaid/)  [finaid@siue.edu](mailto:finaid@siue.edu) |
| Lovejoy Library  (618) 650-4636 | [www.siue.edu/lovejoylibrary/](http://www.siue.edu/lovejoylibrary/) |
| Service Center  1207 Rendleman Hall  (618) 650-2080 | [www.siue.edu/registrar/about/service\_center.shtml](http://www.siue.edu/registrar/about/service_center.shtml)  [servicecenter@siue.edu](mailto:servicecenter@siue.edu) |
| SIUE Academic Advising  1220 Student Success Center  (618) 650-3701 | <https://www.siue.edu/advising/>  [advising@siue.edu](mailto:advising@siue.edu) |
| Testing Services  1246 Student Success Center  (618) 650-1246 | [www.siue.edu/testing/](http://www.siue.edu/testing/)  [testingservices@siue.edu](mailto:testingservices@siue.edu) |
| Tutoring Resource Center | <https://www.siue.edu/lss/tutoring-resource-center/> |
| Writing Center  1254 Student Success Center  (618) 650-2045 | [www.siue.edu/lss/writing/index.shtml](http://www.siue.edu/lss/writing/index.shtml) |

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](http://cougarcare.siue.edu/) or by calling [618-650-2842](tel:618-650-2842).

## Technical Support

Since assignments, quizzes and exams are online, 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](mailto:618-650-5500) or at [help@siue.edu](mailto:help@siue.edu) with any technical concerns. You can also check the functionality of University systems, including Blackboard, at the [ITS System Status page](https://status.siue.edu/), or search the [ITS Knowledge Base](http://kb.siue.edu) 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

**Official Communication**

Your student e-mail account is the official method to communicate between you and I. Official communication will not be sent to your personal e‑mail (Yahoo, Hotmail, Gmail etc.).

**Phones in Classroom**

All cell phones and electronic devices should be turned off or silenced prior to entering the classroom.

**Course Withdrawal**

Withdrawal from this course could impact your academic progress or financial obligations. Please consult with me or your Academic Advisor before withdrawing from the course. Questions regarding the consequences of course withdrawal should be directed to your Academic and/or Program Advisor.

***A student who is not active in the course and does not communicate with the instructor over a period of fourteen (14) consecutive days may be withdrawn from the course due to lack of participation.***

**Key dates to remember (**[**https://www.siue.edu/registrar/calendars/index.shtml**](https://www.siue.edu/registrar/calendars/index.shtml)**):**

December 20 - Official start of the Winter Session

*December 20 - Deadline to Drop class(es) with a 100% credit of tuition and fees*

*December 31 - Deadline to drop class(es) without instructor permission (W)*

*January 5 - Deadline to drop class(es) with instructor permission (WP/WF)*

January 9 – Winter Session Ends

|  |  |
| --- | --- |
| Keep in mind | *Even in my quest for perfection I have accepted that I will make mistakes. Understand that although I worked very hard on this syllabus, there may be errors. If you notice errors or confusing language, please bring it to my attention. I will clarify and/or revise accordingly.  Thank you! You are AWESOME!* |

## Blackboard Course Shell

| **A screenshot of a phone  Description automatically generated with medium confidence** | **Element:** | **What You Will Find Here:** |
| --- | --- | --- |
| Announcements | * I will post announcements and updates regularly and often. Check here frequently. |
| Course Information | * My contact information * Course syllabus * Introduction video * Course tour * Information about Zoom and TechSmith Knowmia * Bb Ally Information |
| Calendar | * Check here for important dates. |
| Weekly Content Folders | * An overview of each week’s activities * PowerPoint lecture notes * Recorded TechSmith presentations * Links to discussion forums * Links to videos |
| Quiz and Exams | * Syllabus quiz * Weekly exams |
| Discussion Board | * Introduction post * Discussion 1-3 prompts * Questions? |
| My Grades | * Find your grades here. Check often to ensure your grades are there and posted correctly. |
| Email | * Useful for emailing me or your fellow classmates: How to: <https://kb.siue.edu/61551> |
| Zoom Meetings | * Links to Zoom meetings |
| ITS Help/Resources | * How to contact ITS and additional resources such as advising, ACCESS, tutoring, etc. |

**Course Schedule**

| **Week:** | **Content:** | **Assignments:** |
| --- | --- | --- |
| **Week 1 (20-26 Dec)** | * Read course syllabus * Watch introductory video * Watch course overview video * “Race in the 21st Century” (RIA-Ch 1) * “The Invention of Race” (RIA-Ch 2) * “Aesthetics” (RIA-Ch 8) * “Sorting by Color: Why We Attach Meaning to Race” (RCL p. 5) * “Racial Formations” (RCL‑Reading 3, p. 20) * “Defining Race: Comparative Perspectives” (RCL-Reading 8, p. 59) | * Introduction post: Due 22 Dec (11:59 pm) |
| * Syllabus quiz: Due 22 Dec (11:59 pm) |
| * Discussion 1: Available until 26 Dec (11:59 pm) |
| * Exam #1: Available 25 Dec (12:00 am) – 26 Dec (11:59 pm) |
| **Week 2 (27 Dec-2 Jan)** | * “Associations” (RIA-Ch 9) * “Politics” (RIA-Ch 3) * “Economics” (RIA-Ch 4) * “Institutional Racism and Health” (RCL-Reading 6, p.40) * “Race Prejudice as a Sense of Group Position” (RCL-Reading 16, p. 154) * “The Possessive Investment in Whiteness: Racialized Social Democracy” (RCL-Reading 20, p. 181) | * Discussion 2: Available until 2 Jan (11:59 pm) |
| * Exam #2: Available 1 Jan (12:00 am) – 2 Jan (11:59 pm) |
| **Week 3 (3-9 Jan)** | * “Housing” (Ch 5) * “Crime and Punishment” (Ch 6) * “Education” (Ch 7) * “Toward a Racial Democracy” (Ch 11) * “The New Jim Crow” (RCL-Reading 28, p. 259) * “The Mark of a Criminal Record” (RCL-Reading 30, p. 276) * “Arabs and Muslims in the Media after 9/11: Representational Strategies for a “Postrace” Era” (RCL-Reading 38, p. 347) * “Ten things You Can Do to Improve Race Relations” (RCL-Reading 51, p. 464) | * Discussion 3: Available until 3 Jan (11:59 pm) |
| * Exam #3: Available 8 Jan (12:00 am) – 9 Jan (11:59 pm) |

## **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 Blackboard course site regularly and/or communicate with other students to keep track of any changes.

1. Thanks to the following amazing people for their contributions to the formation of this syllabus: T. Hayes, L. Hung, F, Maätita, I. Smith, E. Stygar, S. Weissinger, and V. Valdez. [↑](#footnote-ref-1)