

Sociology 7
Race and Ethnicity: Social Constructions and Social Realities

Winter 2017
Dartmouth College

Professor:	Emily Walton	Place:	201F Carpenter Hall
Office:	Silsby 108	Time:	MWF 10:10-11:15
Office Hours:	Wed 1:30-3:00 and by appt.	X-hour:	Thurs 12:15-1:05
Email:	Emily.C.Walton@Dartmouth.edu		

Your ability to communicate is more important than your grasp of the language.

-- Trevor Noah, Nov 22, 2016 *Fresh Air* interview

Description of the Course

In this course we start from the premise that racial and ethnic distinctions are socially constructed. We will also explore the very real consequences of racial distinctions by interpreting the social science literature on inequality, considering the manifestations of interpersonal and institutional forms of racism, and discussing prospects for change in the future. Students will also examine their own racial and ethnic identity and experiences through the lens of a social scientist.

We approach the sociological content of the course through a number of writing components. Students respond to course readings through informal writing in reading journals and short reflection pieces throughout the term. Students learn about formal writing through two main assignments: a short, written analysis of personal experiences with race and ethnicity embedded in a sociological context, and a somewhat longer research paper in which students will draw on outside sources to explore a research question related to race and ethnicity. In addition to out-of-class writing, students hone their writing through in-class workshops, primary source analysis exercises, and peer feedback sessions.

Course Objectives

Students who successfully complete Socy 7 will be able to:

- Analyze the social factors shaping individual and group experiences of race and ethnicity.
- Perform critical readings of assigned works, participate effectively in class discussion, and offer compelling oral arguments.
- Construct a paper consistent with expectations of the discipline of sociology, including appropriate organization, style, voice, and tone.
- Evaluate their own writing and that of their peers, taking it through the process of revision in order to advance ideas and communicate effectively with readers.

In addition, students may wish to refer to the learning outcomes expected in all First Year Seminars:

<http://dartmouth.edu/writing-speech/curriculum/writing-courses/first-year-seminars/first-year-seminar-course-outcomes>

Required reading

All required readings are posted in electronic format on the course Canvas site. I expect you to read all course material before class on the day that we are discussing it. Discussion is a frequent part of this course and everyone is expected to contribute.

Expectations and Assignments

We will practice active learning in this seminar. Active learning is student-driven, which means you will take responsibility for your learning by leading discussion, instructing your peers, and collaborating with me to assess your work. We will work hard to establish a community in this classroom that facilitates learning. This seminar is intended to help you recognize analogies between the work of absorbing complex content (e.g., through reading and discussing) and that of constructing it (e.g., through discussing and writing). You will hone your capabilities related to thinking, research, and writing in the field of sociology. In order to ensure we accomplish our content and writing goals, students will be graded on a variety of assignments.

Reading Journal (40 pts.)

There are a few reading abilities that serve you well across a wide range of material: learning how to extract the key points from a text, to consider a text critically, and to remember what you read. To help cement these skills, I would like you to keep a reading journal, in which you write notes about the texts as you are reading them. In class, we will discuss some effective reading strategies and the specific content of your reading journals. Please expect to turn these journals in to me for review twice during the term.

Response Memos (105 pts.)

You will have an opportunity to write eight Response Memos during the term and I will grade seven (15 pts. each). You may choose to skip one of the memos or I will drop your lowest grade. Each memo should be a 1-page, single-spaced critical response to the readings. If there are more than one reading for the day, you must include all readings in your Response Memo. In this case, spend less time summarizing the main arguments, and more time analyzing common threads you discover across readings. Please upload an electronic copy to Canvas before class (8 am) on the day the readings are being discussed.

Reading critically means more than just being moved, affected, informed, influenced, and persuaded by a piece of writing; it also means analyzing and understanding *how* the work has achieved its effect. Thus, your Response Memos should consist of two parts. First, you will work to determine the argument of the piece, and what strategies/evidence the author is using to support it. The first paragraph of your memo should *briefly* explicate how the authors convey and support their arguments. The following questions may guide your analysis:

- What is the author's argument?
- What evidence does he or she use to support the argument?

The second part of the Response Memo should focus on your analysis and personal reflections on the piece(s).

- What are the strengths and weaknesses of this reading (from your perspective)?
- What questions/reflections does this reading bring up for you?
- Do the ideas in this piece relate to other concepts from the course, your life, ideas that are important to you, or current events?

Paper 1 (100 pts.)

In your first paper assignment, you will respond to a prompt that I provide. This will be a "real-world" assignment, in which I expect you to analyze your own experiences within the context of the course material covered up to that point.

Your first paper will consist of a series of steps (graded on content and form):

- First, you will complete a rough draft. Your rough draft should take the form of a completed paper, with a title, an introduction that contains an argument, body paragraphs with topic sentences and claims to support your argument, and a conclusion. We will exchange feedback in class, so please read and comment on your peers' papers using track changes and comments in Word before our next class. (30 pts.)
- Second, you will complete a revised draft. Your revised draft should incorporate your responses to your peers' comments. You will meet with me two days after your revised draft is due for in-person comments. (10 pts.)
- Third, you will complete a final paper. Your final paper should be 5-7 pages, double-spaced, using 12-pt font. Your paper should have a title and please number your pages. (60 pts.)

Paper 2 (170 pts.)

Your second paper will be a research assignment in which you analyze your own questions related to race and ethnicity. You will draw on secondary literature (library research, including at least 7 sources) to answer your research question(s).

Your research project will consist of a series of steps (graded on content and form).

- First, you will complete a one-page research proposal. Your proposal should include your research question and a description of the process through which you plan to set about answering it. (10 pts.)
- The second step is a brain dump. For this assignment, I would like you to sketch your paper's argument, your rationale for studying this topic, and begin grouping the evidence you will use in support of your argument into subheadings. We will workshop these ideas in class. (10 pts.)
- The third step is a literature review. Your literature review should consist of a synthetic discussion of the literature you have chosen to explore; this includes bringing together other researchers' findings, and explaining how they relate to *your* research question. (20 pts.)
- The fourth step is a rough draft of your paper. Your rough draft should take the form of a completed paper, with a title, an introduction that contains an argument, body paragraphs with topic sentences and claims to support your argument, and a conclusion. We will exchange feedback in class, so please read and comment on your peers' papers using track changes and comments in Word before our next class. (40 pts.)
- The fifth step is a revised draft of your paper. Your revised draft should incorporate your responses to your peers' comments. You will meet with me two days after your revised draft is due for in-person comments. (20 pts.)
- The last step is a revised final paper. Your final paper should be approximately 10 pages, double spaced, with 12-pt font and include a reference list of at least 7 academic sociological sources. Your paper should have a title, may include subheadings, and please number your pages. (70 pts.)

Participation (85 pts.)

There are a number of ways for you to participate in class. Students who are not present for in-class participation will not receive credit for participation that day; there are no opportunities to make up in-class work.

First, each student will be required to facilitate one in-class discussion over the course of the term. You will sign up for a facilitation slot in the first week of class. Facilitating discussion requires some preparation before class. I would suggest reading the material carefully, considering the implications (academically, personally, politically), and preparing some thought-provoking questions for the class discussion. (20 pts.)

Second, your participation credits will also come from my observations of your contributions to the class discussion on days when you are not facilitating discussion. (25 pts., divided between first and second half of the term)

Third, every day at the end of discussion, we will reserve 5 minutes to write a short written reflection in a blue book. You will turn these blue books in to me every day. (20 pts.)

The final component of your participation grade comes from your active contribution to the peer review process. (20 pts.)

Grading

I follow the grading conventions as defined by the Organization, Regulations, and Courses (ORC) at Dartmouth. http://www.dartmouth.edu/~reg/transcript/grade_descriptions.html

- A Excellent** mastery of course material (student performance indicates a very high degree of originality, creativity, and excellent performance in analysis, synthesis, critical expression, and independence)
- B Good** mastery of course material (student performance indicates a high degree of originality, creativity, and good performance in analysis, synthesis, critical expression, and independence)
- C Acceptable** mastery of course material (student performance indicates some degree of originality, creativity, and acceptable performance in analysis, synthesis, critical expression, and independence)
- D Deficient** in mastery of course material (student performance indicates some degree of originality, creativity, and deficient performance in analysis, synthesis, critical expression, and independence)
- E Serious deficiency** in mastery of course material (student performance clearly lacking originality, creativity, and seriously deficient performance in analysis, synthesis, critical expression, and independence)

I will determine your final letter grade according to the following percentage breakdown:

<u>Grade</u>	<u>Percent</u>
A	95-100%
A-	92-94.9%
B+	89-91.9%
B	83-88.9%
B-	80-82.9%
C+	77-79.9%
C	73-76.9%
C-	70-72.9%
D	60-69.9%
E	< 60%

Important Notes

Attendance

It is my expectation that you will attend each class meeting—and that you will arrive to each class on time and stay for the duration. I will circulate an attendance sign-in sheet at the beginning of each class meeting; it is your responsibility to make sure you sign it each day. There are no opportunities to make up missed in-class assignments. If you miss more than three days of class, your course grade will decrease by one whole letter grade (e.g., A to B), and decrease by one step (e.g., B to B-) for each additional absence. In the event that you miss a class for any reason, you are responsible for getting notes from another student. As a general policy, I do not make my notes available. After you review your classmate's notes, I would be happy to meet with you to talk about the material or answer questions about anything that is unclear. If you anticipate missing class meetings because of athletic team participation, religious observances, or some other reason, please arrange a meeting with me at the start of the term, and bring documentation of the expected conflicts.

Late work

Unexpected things will come up over the course of the term. To make sure you don't wind up in a difficult position, plan ahead: start your assignments early and finish them well in advance of the deadline. Speak with me at the beginning of the term if you anticipate any circumstances that might affect your ability to get your work in on time.

Reading Journal entries and Response Memos are designed to help you prepare for in-class discussion, so we can make the most of our time together; therefore, they will not be accepted late. For Papers 1 and 2 (and all their components), the maximum grade you may earn will be reduced by one letter grade for each day late. In other words, if you turn your assignment in 1-24 hours after the deadline, the maximum grade you can receive is a B; if you turn your assignment in 25-48 hours after the deadline, the maximum grade you can receive is a C; if you turn your assignment in 49-72 hours after the deadline, the max grade you can receive is a D. I will not accept your assignment after 72 hours.

Extensions will only be given on papers if the deadline was missed because of extreme circumstances beyond your control. For example: severe illness requiring a doctor's visit or hospitalization, death in the family. Generally not feeling well, forgetting about the deadline, having computer problems, needing to help your friend or family member with something, scheduling conflicts with interviews, appointments, or exams in other classes, etc. are not considered extreme circumstances. If you believe you are eligible for an extension, it is your responsibility to notify me before missing the deadline, and explain in writing why you feel your circumstances warrant an exception. Students who have been granted accommodations by Student Accessibility Services should arrange to meet with me early in the term so we can plan ahead.

Accommodations

Students requiring disability-related accommodations must register with the Student Accessibility Services office. Once SAS has authorized accommodations, students must show the originally signed SAS Services and Consent Form and/or a letter on SAS letterhead to their professor. As a first step, if students have questions about whether they qualify to receive accommodations, they should contact the SAS office. All inquiries and discussions about accommodations will remain confidential.

Communication

My office hours are for you. You are welcome to come in and talk with me about anything during my posted hours. I am also available by appointment if my office hours do not coincide with your schedule. I regularly check e-mail during the school day (9am-4pm) and will make every effort to reply to messages as soon as possible. I expect students to regularly check their Dartmouth e-mail and Canvas accounts for class announcements and updates.

Academic Honor

I will be following the Academic Honor Principle described in the Dartmouth College Student Handbook and will enforce this policy to the full extent. Students must do their own work—they will write their own papers

and exams, prepare their own presentations, and cite the original sources of any material they draw on for their papers. Any student who submits work which is not his or her own, or commits other acts of academic dishonesty is subject to disciplinary action, up to and including suspension or separation. For a broad overview on the practice of citing sources, see <http://dartmouth.edu/writing-speech/learning/materials/sources-and-citations-dartmouth>.

Classroom Responsibility and Courtesy

All students are expected to have a voice in our class dialogue. Class participation involves thinking carefully, listening, and posing questions to others as much as it involves sharing your own ideas. This requires us to be present, set aside distractions, and focus our attention on engaging with one another. Please put your cell phones on vibrate, do not text, and do not use your laptop during seminar discussions.

The tone with which we engage one another is also extremely important, and should come from a place of mutual respect and understanding. You are free to disagree with the views raised in the material or by others in the class, but must do so with a reasoned critique based on a complete consideration of their argument. Your own argument should be supported by sociological evidence rather than personal opinion or anecdotes. Disrespectful behavior such as talking while others are talking, dominating the floor, or engaging in personal attacks will not be tolerated. You are expected to treat one another and me with respect at all times.

Additional Support for Learning

Student Center for Research, Writing, and Information Technology (RWIT): At RWIT, you can meet one-on-one with an undergraduate tutor to discuss a paper, research project, or multimedia assignment.

<http://dartmouth.edu/writing-speech/learning/support-writing-research-and-composing-technology/rwit>

Academic Skills Center (ASC): The mission of Dartmouth's Academic Skills Center is to assist students in achieving academic success through a wide variety of services and programs. The Center is available to all students who wish to improve their academic skills and ability to learn, thereby maximizing their academic experience and allowing them to achieve greater academic performance and personal fulfillment.

<http://www.dartmouth.edu/~acskills/>

Course Plan and Readings

Week One (Jan 4-6)

- Wednesday Introduction to the course**
- Please complete pre-course survey before class
 - Mills (1959) “The Promise”
- Friday Writing workshop: Reading as a writer**
- Lee and Bean (2004), “America’s Changing Color Lines”

Week Two (Jan 9-13)

- Monday Discussion of reading (Professor facilitates)**
- Omi and Winant (2015), “The Theory of Racial Formation”
- Wednesday Writing workshop: Writing as a process and the elements of an argument paper**
- Lamott (1994), “Shitty First Drafts” and “Polaroids”
- Friday Discussion of reading (Student 1)**
- Thurston (2012), “When Did You First Realize You Were Black?” and “How Black Are You?”
 - Coates (2015), *Between the World and Me* (Selection from Ch.1, pp.5-33)
 - Patel (2005), “Performative Aspects of Race”
 - Response Memo 1 Due

Week Three (Jan 16-20)

- Monday Martin Luther King Holiday**
- Keynote Address: Reverend Osagyefo Uhuru Sekou, 7pm Moore Theater
 - Reverend Sekou’s performance on campus will feature both song and lecture, touching on the topics of activism, civil rights, current events, and Dr. King’s legacy.
 - Class attendance is encouraged, a block of seats will be reserved
 - Students must arrive by 6:50 pm, as empty seats will be released at that time.
 - NO CLASS, Paper 1 Rough Draft due
- Wednesday Discussion of reading (Student 2)**
- Weaver (2001), “Indigenous Identity”
 - Schmidt (2011), “Blood Quantum in the 21st Century”
 - Hobson (1999), “I Don’t Think People Should Have to Prove Themselves”
- Thursday x-hour: Writing workshop: peer review and speed dating**
- Complete peer review before class
- Friday Discussion of reading (Student 3)**
- Tuan (2005), *Forever Foreigners or Honorary Whites?* (Ch.1 and 7)
 - Kim (1999), “The Racial Triangulation of Asian Americans”
 - Response Memo 2 due

Week Four (Jan 23-27)

Monday Discussion of reading (Student 4)

- Rumbaut (2009), “Pigments of Our Imagination”
- Vargas et al. (2016), “Latina/o or Mexicana/o?”
- Paper 1 Revised Draft due

Wednesday Discussion of reading (Student 5)

- Du Bois (1920), “The Souls of White Folk”
- Baldwin (1998 [1963]), “My Dungeon Shook: Letter to My Nephew”
- McIntosh (1990), “White Privilege”
- Hutcherson (2016), “What I Told My White Friend”
- Morrison (2016), “Making America White Again”
- Response Memo 3 Due

Thursday Feedback meetings

- Sign up for 15 min meeting with Professor

Friday Discussion of reading (Student 6)

- Bonilla-Silva (2014), *Racism Without Racists* (Ch.1, 3)

Week Five (Jan 30-Feb 3)

Monday Discussion of reading (Student 7)

- Lewis, Chesler and Forman (2000), “The Impact of ‘Colorblind’ Ideologies”
- Chou, Lee and Ho (2015), “Love Is (Color)blind”
- Paper 1 Final Draft due

Wednesday Discussion of reading (Student 8)

- Glenn (2015), “Settler Colonialism as Structure”
- Response Memo 4 due

Friday Writing workshop: Choosing a research question

- Reading Journal due

Week Six (Feb 6-10)

Monday Writing workshop: Finding, evaluating, and citing sources

- Paper 2 Proposal due

Wednesday Discussion of reading (Student 9)

- Gold (2016), “The Sociology of Migration”
- Aranda and Vaquera (2015), “Racism and the Immigration Enforcement Regime”
- Response Memo 5 due

Friday Discussion of reading (Professor Facilitates)

- Briggs (2005), “More Pluribus, Less Unum?”
- <http://www.vox.com/2016/6/6/11852640/cartoon-poor-neighborhoods>
- In class: watch segment of *The House We Live In*
- Paper 2 Brain Dump due

Week Seven (Feb 13-17)

- Monday** **Discussion of reading (Student 10)**
- Kozol (1991), *Savage Inequalities* (Ch.5)
 - Zernike (2016), “A Sea of Charter Schools”
 - In class: Listen to segment of *This American Life*
 - Response Memo 6 due
- Wednesday** **Writing workshop: speed dating and argument analysis**
- Paper 2 literature review due
- Friday** **Discussion of reading (Student 11)**
- Steinmetz, Schaefer and Henderson (2016), “Wicked Overseers”
 - Armenta (2016), “Racializing Crimmigration”

Week Eight (Feb 20-24)

- Sunday** ***Allegiance***
- Screening of *Allegiance*, the musical, 3:00pm Loew Auditorium
 - Class attendance is strongly encouraged and tickets will be provided
 - Inspired by the true-life experience of its star George Takei, *Allegiance* follows one family’s story of life in the Japanese-American internment camps during WWII.
- Monday** **Discussion of reading (Student 12)**
- Alexander (2012), *The New Jim Crow* (Ch.5 and 6)
 - Response Memo 7 due
- Tuesday** **Paper 2 rough draft due**
- Wednesday** **Writing workshop: Peer review**
- Peer reviews for Paper 2 Rough Draft due (complete peer reviews before class)
- Friday** **Discussion of reading (Student 13)**
- Pager (2003), “The Mark of a Criminal Record”
 - Manza and Uggen (2008), *Locked Out* (Introduction and Ch.3)

Week Nine (Feb 27-Mar 3)

- Monday** **Discussion of reading (Student 14)**
- Harper and Reskin (2005), “Affirmative Action at School and on the Job”
 - Taylor (2016), “From #BlackLivesMatter to Black Liberation”
 - Paper 2 Revised Draft due
- Wednesday** **Writing workshop: Style**
- Becker (2007 [1986]), “Editing by Ear”
 - Strunk Jr., White and Kalman (2005), “An Approach to Style”
 - Turn in Reading Journal for final check
- Thursday** **Feedback meetings**
- Sign up for 15 min meeting with Professor

Friday Discussion of Reading (Student 15)

- O'Brien and Korgen (2007), "It's the Message, Not the Messenger"
- Lopez (2016), "Ways to Reduce Racial Bias"
- Response Memo 8 due

Week Ten (Mar 6-8)

Monday Discussion of reading (Student 16)

- Lewis, Diamond and Forman (2015), "Conundrums of Integration"
- Yosso et al. (2009), "Critical Race Theory, Racial Microaggressions, and Campus Racial Climate for Latina/o Undergraduates"
- Reading Journal due

Wednesday Class wrap-up

- Thurston (2012), "Being Black at Harvard"
- Final paper due

References

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