## 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](http://dartmouth.edu/writing-speech/curriculum/writing-courses/first-year-seminars/first-year-seminar-course-outcomes)
**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 that of constructing it (e.g., through 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, 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 (90 pts.)**

You will have an opportunity to write seven Response Memos during the term and I will grade six (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, choose ONE to analyze for your Response Memo. Please upload an electronic copy to Canvas before class (8 am) on the day the readings are being discussed.

Response Memos 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 explicate how the authors convey and support their arguments. 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. 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 may focus on your personal reactions to the piece.

- 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 or current events?

**Paper 1 (120 pts.)**

In your first paper assignment, you will respond to a prompt 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. You will have two opportunities to revise your writing for Paper 1 before the final draft is due (the rough and revised drafts are each worth 10 pts). Your next opportunity for feedback will be when you turn in a draft of your full paper a week before the final draft is due. Your final (revised) Paper 1 is due on Monday, April 25th. Your final paper should be 5-7 pages (100 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. (10 pts.)

- The fourth step is a rough draft of your paper. We will exchange feedback in class, so please read and comment on your peers’ papers using Canvas before class. (10 pts.)

- The fifth step is a revised draft of your paper. We will exchange feedback in class, so please read and comment on your peers’ papers in Canvas before class. (10 pts.)

- The last step is a revised final paper due on Tuesday, May 31st. Your final paper should be 8-10 pages and include a reference list of at least 7 academic sociological sources. (120 pts.)

Participation (80 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 reading discussion over the course of the term. You will sign up for a facilitation slot in the first week of class; some facilitators will be paired. 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 your contributions to the class discussion on days when you are not facilitating discussion. (20 pts.)

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](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, or both
- Excellent performance in analysis, synthesis, and critical expression, oral or written
- Student works independently with unusual effectiveness

B **Good** mastery of course material
- Student performance demonstrates a high degree of originality, creativity, or both
- Good performance in analysis, synthesis, and critical expression, oral or written
- Student works well independently

C **Acceptable** mastery of course material
- Student demonstrates some degree of originality, creativity, or both
- Acceptable performance in analysis, synthesis, and critical expression, oral or written
- Student works independently at an acceptable level

D **Deficient** in mastery of course material
- Originality, creativity, or both apparently absent from performance
- Deficient performance in analysis, synthesis, and critical expression, oral or written
- Ability to work independently deficient

E **Serious deficiency** in mastery of course material
- Originality, creativity, or both clearly lacking
- Seriously deficient performance in analysis, synthesis, and critical expression, oral or written
- Cannot work independently

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

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<tr>
<th>Grade</th>
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<tr>
<td>A</td>
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<td>92-94.9%</td>
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<td>B+</td>
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<td>B</td>
<td>83-88.9%</td>
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<td>B-</td>
<td>80-82.9%</td>
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<td>C+</td>
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<td>C</td>
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<td>C-</td>
<td>70-72.9%</td>
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<td>D</td>
<td>60-69.9%</td>
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<td>E</td>
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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 class notes for that class 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.

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 your 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.

A note on reading academic journal articles
Some of the reading in this course will be from the major sociological journals (e.g., American Journal of Sociology, American Sociological Review). Please do not get too caught up in the details of the analytical methods and results. I am most concerned that you come away with the general arguments and conclusions of an article. Thus, you should pay closest attention to the “front end” of the paper (that is, the introduction, literature review, and hypotheses) and the conclusion section. You should do your best with the methods and results sections of the paper, as they can provide important clues about the strengths and weaknesses of the study (e.g., how well do their variables actually measure the concepts they’re interested in? Do their data actually allow a good test of their hypotheses? Do we believe their findings?), but don’t let yourself get lost in the weeds.
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 is about sharing your 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 (Mar 28 - Apr 1)

Monday  Introduction to the course
          • Please complete pre-course survey before class

Wednesday  Writing workshop: Reading as a writer
           • Mills (1959) “The Promise”

Friday  NO CLASS: I will be out of town for a conference

Week Two (April 4 - 8)

Monday  Discussion of reading (Professor facilitates)
          • Lee and Bean (2004), “America's Changing Color Lines”

Wednesday  Discussion of reading (Student 1)
           • Response Memo 1 Due

Friday  Writing workshop: Elements of a paper (thesis, argument, and support)

Week Three (April 11 - 15)

Monday  Writing workshop: peer review and speed dating
          • Paper 1 Rough Draft due (Sun April 10th 12pm, complete peer reviews before class)

Wednesday  Discussion of reading (Student 2)
           • Lewis (2003), “Everyday Race-Making”
           • Patel (2005), “Performative Aspects of Race”
           • Hobson (1999), “I Don’t Think People Should Have to Prove Themselves”
           • Response Memo 2 Due

Friday  Discussion of reading (Students 3 and 4)
           • Tuan (2005), Forever Foreigners or Honorary Whites? (Ch.1 and 7)
           • Chou and Feagin (2010), The Myth of the Model Minority (Intro and Ch.1)

Week Four (April 18 - 22)

Monday  Writing workshop: Writing as a process
          • Lamott (1994), Bird by Bird, (“Shitty First Drafts” and “Polaroids”)
• Paper 1 Revised Draft due

Tuesday  15-minute feedback meetings with Professor (sign up)

Wednesday  Discussion of reading (Student 5)
• Aranda and Vaquera (2015), “Racism and the Immigration Enforcement Regime”
• Shutika (2008), “The Ambivalent Welcome”

Friday  Discussion of reading (Student 6)
• Glenn (2015), “Settler Colonialism as Structure”
• Response Memo 3 Due

Week Five (April 25 - 29)

Monday  Discussion of reading (Student 7)
• McIntosh (1990), “White Privilege”
• Brodkin (1998), How Did Jews Become White Folks? (Ch.1)
• Paper 1 Final Draft due
• Turn in Reading Journal for midterm check

Wednesday  Writing workshop: Choosing a research question
• Please complete the Midterm Evaluation before class

Friday  Discussion of reading (Students 8 and 9)
• Kozol (1991), Savage Inequalities (Ch.5)
• Paper 2 Proposal due

Week Six (May 2 - 6)

Monday  Discussion of reading (Student 10)
• Alexander (2012), The New Jim Crow (Ch.5)

Wednesday  Writing workshop: speed dating
• Paper 2 Brain Dump due

Friday  Discussion of reading (Student 11)
• Pager (2003), “The Mark of a Criminal Record”
• Manza and Uggen (2008), Locked Out (Introduction and Ch.3)
• Response Memo 4 due

Week Seven (May 9 - 13)

Monday  Writing workshop: Finding, evaluating, and citing sources
Wednesday  Discussion of reading (Student 12)
- Bonilla-Silva (2014), *Racism Without Racists* (Ch.1, 3)
- Paper 2 literature review due

Friday  Discussion of reading (Student 13)
- Response Memo 5 due

Week Eight (May 16 - 20)

Monday  Yen Le Espiritu visits class, Discussion of reading
- Espiritu (2001), “‘We Don't Sleep around like White Girls Do’”
- Response Memo 6 due

Wednesday  Writing workshop: Peer review
- Paper 2 Rough Draft due (Tues, May 17th 12pm, complete peer reviews before class)

Friday  Discussion of reading (Student 14)

Week Nine (May 23 - 27)

Monday  Discussion of reading (Student 15)
- Anderson (2010), *The Imperative of Integration* (Ch. 6 and 7)
- Paper 2 Revised Draft due

Tuesday  15-minute feedback meetings with Professor (sign up)

Wednesday  Writing workshop: Style
- Turn in Reading Journal for final check

Friday  Discussion of reading (Student 16)
- Response Memo 7 due

Week Ten (May 30 - 31)

Tuesday  Paper 2 Final Draft due, 8am
References


