Description of the Course
In this course we start from the premise that racial and ethnic distinctions are a social construction. We 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 skills through in-class writing 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, Assignments, and Grading**

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 entry-level thinking, research, and writing in the field of sociology. Sociological writing walks the line between the humanities – critiquing, comparing and contrasting texts – and the “hard sciences,” which require you to survey the existing literature, develop research questions, discuss methodology and produce results.

In order to ensure we accomplish our content and writing goals, students will be graded on a variety of assignments.

**Reading Journal (20 pts. for Double-Entry Journal and 20 pts. for Significant Statements)**

There are a few reading skills 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, during weeks 5 and 9.

At the end of each journal entry, identify a statement from the reading that was significant to you. Please write a brief (one or two sentences) interpretation about why that statement was significant. On class days when we are discussing reading (when a Response Memo is not due), please post the significant statement and your interpretation to the Discussion section of Canvas before class.

**Response Memos (120 pts., 15 pts. each)**

You will be responsible for writing eight Response Memos during the term. Your memo should be a 1-page, single-spaced critical response to the readings. Please upload an electronic copy to Canvas before class on the day the readings are being discussed.
Response Memos consist of a type of rhetorical analysis, where you apply your critical reading skills to break down the whole of the text into the sum of its parts. You work to determine what the writer is trying to achieve, and what writing strategies he/she is using to try to achieve it. A rhetorical analysis is all about asking “why” and “how” when looking at the specific ideas, information, and strategies used by a writer to convey his or her point. Reading critically means more than just being moved, affected, informed, influenced, and persuaded by a piece of writing. Reading critically also means analyzing and understanding how the work has achieved its effect. The following questions should guide your memo:

- Who is the author’s intended audience?
- What is the author’s argument?
- How does he or she support the argument?
- What are the strengths and weaknesses of this reading (from your perspective)?
- What questions/Reflections does this reading bring up for you?

Paper 1 (100 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 at least two opportunities to revise your writing for Paper 1, including a draft of your introduction (first paragraph including thesis statement) which we will workshop in class as a group. 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 Tues, Feb 3rd. Your final paper should be 5-7 pages.

Paper 2 (150 pts.)
Your second paper will be a research assignment in which you discover 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). This project will consist of a series of steps.

- First, you will complete a one-page research proposal (10 pts.). Your proposal should include your research question and a description of the process through which you plan to set about answering it.
- The second step is a literature review (10 pts.). 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).
- The third step will involve preparation of a thesis statement and outline (10 pts.) of your paper. We will workshop these together in class.
• The fourth step is a rough draft (10 pts.) of your paper. We will exchange feedback in class, so please read and comment on your peers’ papers using Canvas before class on Monday. Please also schedule a 15-minute meeting with me on Tuesday, March 3rd to discuss your paper and plans for revision.
• The fifth step is a revised draft (10 pts.) of your paper. We will exchange feedback in class, so please read and comment on your peers’ papers in Canvas before class.
• The last step is a revised final paper (100 pts.) due on Monday, March 9th. Your final paper should be 8-10 pages and include a reference list of at least 7 sources.

Participation (90 pts.)
There will be a number of ways for you to participate in class. Each student will be required to facilitate one in-class reading discussion over the course of the quarter. You will sign up for a facilitation slot on the first day 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. On days when you are not facilitating discussion, your participation credits will come from your contributions to the class discussion. You will also participate in a number of online discussions regarding current news articles. The final component of your participation score comes from your active participation in the peer review process. 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.

General Requirements for Papers 1 and 2
• All papers should have a title. Please do not use a separate title page.
• Use the American Sociological Association (ASA) format for citation and references. The ASA Style Guide is posted on the Canvas site. (Hint: the reference list for this syllabus is also in ASA style.)
• Please use 12 pt font, 1 inch margins, and double-spacing.
Final Course Grade

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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. Please get the notes that you miss from a fellow student. Because it is necessary to be in class to participate, missing more than four class periods without a valid medical excuse will result in failure of the course. In case of extended absences, please inform me as soon as possible. We will discuss whether you can successfully complete the class.

**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
This is a course in which we will often discuss sensitive topics. Students are welcome to express their opinions, but they should be expressed (and received) respectfully. Please put your cell phones on vibrate (or off!), do not text, and limit laptop use to note-taking. It is distracting to me and to your fellow students when you ‘abuse’ technology during class. Fair warning - if it becomes an issue, I may ban laptops altogether. I know it is tempting to check email/facebook/twitter during class but it ultimately harms everyone’s experience and learning (not to mention that it irks your professor). There may also be times during the quarter when I ask you to close your laptops so we can have a better discussion. Thus, you may wish to have an alternate way of taking notes.

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 5-9)

Monday  Introduction to the course

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

Friday  Discussion of reading (Professor facilitates)
  •  Lewis (2003), “Everyday Race-Making”
  •  Response Memo 1 Due

Week Two (January 12 – 16)

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

Wednesday  Discussion of reading (Student 1)
  •  Rumbaut (2009), “Pigments of Our Imagination”
  •  Significant Statement 1 Due

Friday  Discussion of reading (Student 2)
  •  Tuan (2005), Forever Foreigners or Honorary Whites? (Ch.1, 7)
  •  Response Memo 2 Due

Week Three (January 19 – 23)

Monday  NO CLASS: MLK Jr. Day

Wednesday  Discussion of reading (Student 3)
  •  Brodkin (1998), How Did Jews Become White Folks? (Ch.1)
  •  Significant Statement 2 Due

Thursday  x-hour, Writing workshop: Ways of responding
  •  Draft of Introduction for Paper 1 due

Friday  Discussion of reading (Student 4)
• McIntosh (1990), “White Privilege”
• Response Memo 3 Due

**Week Four (January 26 – 30)**

**Monday**  Writing workshop: Writing as a process
• Lamott (1994), *Bird by Bird*, (“Shitty First Drafts” and “Polaroids”)
• Paper 1 draft due (complete peer reviews before class on Wednesday)

**Wednesday**  Writing workshop: Peer review of Paper 1 draft

**Friday**  Discussion of reading (Student 5)
• Bonilla-Silva (2014), *Racism Without Racists* (Ch.1, 3)
• Response Memo 4 due

**Week Five (February 2 – 6)**

**Monday**  Workshop at the Hood Museum of Art

**Wednesday**  Discussion of reading (Student 6, 7)
• Response Memo 5 due

**Thursday**  x-hour, Writing workshop: Choosing a research question
• Paper 1 due

**Friday**  NO CLASS: Carnival Holiday

**Week Six (February 9 – 13)**

**Monday**  Discussion of reading (Student 8)
• Pager (2003), “The Mark of a Criminal Record”
• Significant Statement 3 due

**Wednesday**  Discussion of reading (Student 9)
• Alexander (2012), *The New Jim Crow* (Ch.5)
• Response Memo 6 due

**Friday**  Writing workshop: Finding, evaluating, and citing sources
• Paper 2 proposal due

**Week Seven (February 16 – 20)**

**Monday**  Discussion of reading (Student 10, 11)
• Kozol (1991), *Savage Inequalities* (Ch.5)
• Saporito (2003), “Private Choices, Public Consequences”
• Response Memo 7 due

**Wednesday**  Discussion of reading (Student 12)
• Literature review due

**Friday**  Writing workshop: Style
• Becker (2007 [1986]), “Editing by Ear”

**Week Eight (February 23 – 27)**

**Monday**  Discussion of reading (Student 13)
• Significant Statement 4 Due

**Wednesday**  Writing workshop: Peer review
• Thesis statement and outline for Paper 2 due

**Friday**  Discussion of reading (Student 14, 15)
• Dixon and Rosenbaum (2004), “Nice to Know You?”
• Fischer (2011), “Interracial Contact and Changes in the Racial Attitudes of White College Students”
• Response Memo 8 due

**Week Nine (March 2 – 6)**

Monday  Writing workshop: Peer review  
- Paper 2 draft, complete peer reviews before class

Tuesday  Sign up for a 15-minute meeting with Professor

Wednesday  Discussion of reading (Student 16)  

Friday  Writing workshop: Peer review  
- Paper 2 revision, complete peer reviews before class

Week Ten (March 9)

Monday  Course wrap-up  
- Final paper due
References


