

COURSE APPROVAL DOCUMENT

Southeast Missouri State University

Department: Department of Criminal Justice and Sociology
Title of Course: Racial and Ethnic Relations

Course No.: SO 320
Date: September 6, 2017

Please check: New Revision

I. Catalog Description (Credit Hours of Course):

This course examines the nature of relationships among racial/ethnic groups in societies in the United States. (3 hours)

II. Prerequisite(s): None

Co-requisite(s): None

III. Purposes or Objectives of the Course (optional):

This course promotes the critical analysis of racial and ethnic relations in the United States by examining various social spheres where racial/ethnic inequality operates including economics, politics, associations, housing, education, and intimate relationships.

IV. Course Learning Outcomes (Minimum of 3):

1. Students will critically analyze why race matters both historically and in the twenty-first century.
2. Students will identify consequences associated with different forms of racism, examining how they interpenetrate and inform one another.
3. Students will explain how the concept of race was invented, including how the modern concept of race emerged.
4. Students will utilize an intersectional perspective demonstrating how racism intersects with other forms of social division, including those based on gender, class, sexuality, religion, nationhood, and ability.

V. Names of Faculty Qualified to Teach the Proposed Course: Dr. Monica Bixby Radu, **others**

VI. Course Content or Outline (Indicate number of class hours per unit or section):

Brief listing of class content or outline.

Topic 1: Race in the Twenty-First century (5 hours)

Topic 2: The Invention of Race (5 hours)

Topic 3: Politics (5 hours)

Topic 4: Economics (5 hours)

Topic 5: Housing (2.5 hours)

Topic 6: Crime and Punishment (2.5 hours)

Topic 7: Education (5 hours)

Topic 8: Aesthetics (2.5 hours)

Topic 9: Associations (5 hours)

Topic 10: Intimate Life (2.5 hours)
Topic 11: Toward Racial Justice (5 hours)

Total Hours: 45

Attach the following:

- copy of example class syllabus and course schedule.
- memo from Library Dean assessing available and needed library holdings and resources.
- memo(s) from Department Chairs in affected departments stating possible issues and/or conflicts are resolved.

Signature:  _____
(Chair)

Date: 9/14/2017 _____

Signature: _____
(Dean)

Date: _____

Southeast Missouri State University
Department of Criminal Justice & Sociology
Sample Course Syllabus
Racial and Ethnic Relations (SO 320)

Professor: Dr. Monica Bixby Radu

Course Day & Time: XXX

Location: XXX

Email: mradu@semo.edu

Phone: (573)-651-5045

Office Location: Brandt Hall, Room 325

Office Hours: XXX

Alternative Contact Information: Please contact Dr. Jeremy Ball (jball@semo.edu), Department of Criminal Justice & Sociology Chairperson with questions, comments, or requests regarding this course or the program.

COURSE OVERVIEW

Course Description: This course examines the nature of the relationships among racial and ethnic groups in societies around the world but with emphasis on the United States. This course explores topics such as inequalities of wealth, power, and status, racism, conflict, and social boundaries among groups. Current trends in intergroup relations are discussed.

Course Learning Outcomes:

1. Students will critically analyze why race matters both historically and in the twenty-first century.
2. Students will identify consequences associated with different forms of racism, examining how they interpenetrate and inform one another.
3. Students will explain how the concept of race was invented, including how the modern concept of race emerged.
4. Students will utilize an intersectional perspective demonstrating how racism intersects with other forms of social division, including those based on gender, class, sexuality, religion, nationhood, and ability.

Required Textbook

Race in America by Matthew Desmond and Mustafa Emirbayer (ISBN: 978-0-393-93765-7)

Additional Course Material

There may be additional readings, videos, power points, etc. posted to Moodle. Students are responsible for reviewing ALL material each week in addition to reading the chapter.

ACCESIBILITY STATEMENT

SOUTHEAST MISSOURI STATE UNIVERSITY'S ACCESSIBILITY PLAN

Southeast Missouri State University will take such means as are necessary to insure that no qualified disabled person is denied the benefits of, excluded from participation in, or otherwise subject to discrimination because Southeast Missouri State University's facilities are physically inaccessible to, or unusable by disabled persons. The accessibility standard required by Federal law for 'existing facilities' is that the recipient's program or activities when viewed in its entirety, must be readily accessible to disabled persons.

Southeast Missouri State University may meet this standard through such means as reassignment of classes, or other services to accessible locations, redesign equipment, assignment of aides, alterations of existing facilities, and construction of new accessible facilities. Southeast Missouri State University is not required to make structural changes in existing facilities where other methods are sufficient to comply with the accessibility standard described above.

Because scheduling classes, coordinating accommodations, and arranging housing in accessible facilities may require reasonable advance planning, students with disabilities accepted for admission should identify themselves and their disability within five days of the start of the semester of enrollment and indicate the nature of accommodation needed for their disability.

For more information, see the [Disability Support Services](#) page or contact Disability Support Services, room 302, University Center, One University Plaza ms1300, Cape Girardeau, MO 63701; (573)651-2273.

ACADEMIC HONESTY

Policy. Academic honesty is one of the most important qualities influencing the character and vitality of an educational institution. Academic misconduct or dishonesty is inconsistent with membership in an academic community and cannot be accepted. Violations of academic honesty represent a serious breach of discipline and may be considered grounds for disciplinary action, including dismissal from the University.

Academic dishonesty is defined to include those acts which would deceive, cheat, or defraud so as to promote or enhance one's scholastic record. Knowingly or actively assisting any person in the commission of an above-mentioned act is also academic dishonesty.

Students are responsible for upholding the principles of academic honesty in accordance with the "University Statement of Student Rights" found in the Undergraduate or Graduate Bulletin. The University requires that all assignments submitted to faculty members by students be the work of the individual student submitting the work. An exception would be group projects assigned by the instructor. In this situation, the work must be that of the group.

Academic dishonesty includes:

Plagiarism. In speaking or writing, plagiarism is the act of passing someone else's work off as one's own. In addition, plagiarism is defined as using the essential style and manner of expression of a source as if it were one's own. If there is any doubt, the student should consult his/her instructor or any manual of term paper or report writing. Violations of academic honesty include:

1. Presenting the exact words of a source without quotation marks;
2. Using another student's computer source code or algorithm or copying a laboratory report; or
3. Presenting information, judgments, ideas, or facts summarized from a source without giving credit.

Cheating. Cheating includes using or relying on the work of someone else in an inappropriate manner. It includes, but is not limited to, those activities where a student:

1. Obtains or attempts to obtain unauthorized knowledge of an examination's contents prior to the time of that examination;
2. Copies another student's work or intentionally allows others to copy assignments, examinations, source codes or designs;
3. Works in a group when she/he has been told to work individually;
4. Uses unauthorized reference material during an examination; or
5. Have someone else take an examination or takes the examination for another.

General Responsibilities for Academic Honesty. It is the University's responsibility to inform both students and faculty of their rights and responsibilities regarding such important matters as cheating and plagiarism. Most of what is considered unethical or dishonest behavior can be avoided if faculty and students clearly understand what constitutes such practices and their consequences. The University community should also be aware of the procedures to be followed should a breach of academic honesty occur.

The faculty member is responsible for clarification to his/her class of those standards of honesty for class assignments or functions where such standards may be unclear or when such standards vary from the accepted norm. Further, some faculty may choose to utilize preventive measures (multiple exams, alternate seating, etc.) to help insure the maintenance of academic honesty. However, the use of such measures is the prerogative of the individual faculty member and is not a responsibility or requirement of faculty in general.

The fundamental responsibility for the maintenance of honesty standards rests upon the student. It is the student's responsibility to be familiar with the University policy on academic honesty and to uphold standards of academic honesty at all times in all situations.

Protocol for Adjudicating Alleged Violations of Academic Honesty. Faculty members

who discover evidence of academic dishonesty should contact the student within five business days of discovering the alleged dishonesty to arrange to meet and discuss the allegation. Prior to this meeting the faculty member may consult with the Department Chairperson, the appropriate Dean, and the Office of Judicial Affairs. The following sections describe the procedures to be adhered to in each of the listed instances: the student acknowledges the violation, the student denies the violation, and the appeals process. If the faculty member is the Department Chairperson, a departmental designee will assume the Department Chairperson's role in this protocol and references to the Department Chairperson should be read as departmental designee. The procedures below should be followed with online, ITV or face-to-face classes.

From Faculty Senate Bill 11-A-16 <http://www.semo.edu/facultysenate/handbook/5d.html>

CIVILITY AND HARASSMENTA major determinant of a successful educational experience is a shared sense of respect among and between the students and their instructor. Some of the texts and issues we will discuss may cause disagreements among members of the class. Multiple viewpoints are an essential component of any college course, and disagreeing with someone is fine. However, rude, disrespectful, aggressive, offensive, harassing, or demeaning behavior—either face-to-face or in an online discussion—toward anyone in the class will not be tolerated; students are expected to abide by the Code of Student Conduct (<http://www6.semo.edu/stuconduct/code.html>).

Should a student feel someone has acted inappropriately toward them in class, please speak with the instructor at once so the situation can be addressed. The instructor for the course reserves the right to ask a student to leave the classroom or the online discussion for any inappropriate behavior, and if the situation warrants, may call campus security to remove the offending student from class.

CLASSROOM POLICIES

Attendance and Participation

Adherence to the University Policy on attendance will be strictly adhered: "Students are expected to attend all classes and to complete all assignments for courses in which they are enrolled. An absence does not relieve the student of the responsibility to complete all assignments. If an absence is associated with a university-sanctioned activity, the instructor will provide an opportunity for assignment make-up. However, it is the instructor's decision to provide, or not to provide, make-up work related to absences for any other reason. A student not present for class during the entire initial week of a scheduled course may be removed from the course roster unless the student notifies the instructor by the end of the first week of an intention to attend the class. Questions regarding the removal process should be directed to the Registrar.

To read the full policy click follow this link, <http://www.semo.edu/bulletin/>

Therefore, attendance is required and will be taken each class period. If you are not present at

the start of class you may miss important information; thus, it is essential that you arrive to class on time. To be considered “present” in class you must come fully prepared to participate in class discussions and in-class activities. Non-class activities—e.g. sleeping, talking, texting, on social media websites, or other online activities will not be tolerated in this class. Additionally, being rude, disruptive, and/or disrespectful will not be tolerated in this class.

- If you are rude and/or disrespectful to the instructor or to your fellow classmates or disruptive during class you may be asked to leave. You will be counted as absent for that class period. You will not be allowed to make-up any of the work missed from that day and you may only return to class after scheduling and attending a meeting with the instructor to address your behaviors. Please keep in mind if you miss class for any reason, it is your responsibility to find out what you missed.

Classroom Environment

Many of the topics that we study in sociology are controversial. While you are entitled to personal beliefs and opinions, the course requires that you develop a “sociological imagination.” You do not have to adopt this perspective, but you will be expected to demonstrate your ability to use it. This does not mean that everyone in the class will agree. To talk openly about topics such as race, ethnicity, gender, sexuality, and religion, invites difference, and it also requires risk-taking. I will do my best to create a climate where we can express ideas freely and comfortably, and it is your responsibility to exercise respect during all of our classroom interactions.

In order to keep a positive, inclusive classroom environment, I ask that students dress appropriately for class and do not wear any clothing that may be offensive to others. You may be asked to leave class if I find your clothes to be disruptive to the class. If you have any questions/concerns regarding an item of clothing, please do not hesitate to email me and ask *before* class if it is appropriate.

Emergencies: In the event of an emergency, it may be necessary for SEMO to suspend normal operations. It is the responsibility of the student to monitor the Moodle site for each class for course specific communication, and the main SEMO, College, and department websites, emails, and mobile messages for important general information.

Email Policy: E-mail is an official means of communication from the University. You are required to use your University email address when requesting assistance or communicating with any University personnel. It is your responsibility to check your e-mail address regularly. Privacy issues prevent me from discussing grades via email. If you have substantive questions about course content, please see me during office hours when we can talk more productively.

Email Etiquette: Email communication with University instructors/professors should be considered formal, similar to other business-style email correspondence. Your email should address your instructor by title and name (Professor R., Dr. Radu) unless instructed otherwise. Please restrict your email correspondence to issues of class business and questions that are not

answered on the syllabus. Please use appropriate capitalization, spell out words completely, and sign your name and indicate your course section.

Reading and Writing Requirements: There are substantial reading and writing requirements for this course and students are expected to keep up with the work on a weekly basis. Students are responsible for all assigned readings and are expected to engage critically with the material.

Late or Missing Work Policy: It is your responsibility to keep up with due dates and turn your work in on time. Once again, participation/in-class assignments and quizzes cannot be made-up. Exams can be made up in the event of an excused absence only. Documentation regarding university approved absences must be submitted to me by the class immediately following your absence. No other exceptions apply. If you are absent from class, please do not email me and ask, "What did I miss?" Please check Moodle and ask your fellow classmates about what you missed in class. If after that, you still have questions, I am happy to address your questions.

Technology: To complete all assignments within this course, you will be required to have access to the computer and the internet. For information follow this link, <http://www.semo.edu/it/helpdesk/comprecommendations.html>

Moodle: The Moodle learning management system used by the University is most compatible with Mozilla Firefox or Google Chrome.

Grading Scale:

A	90.00 – 100%
B	89.99 – 80.00%
C	79.99 – 70.00%
D	69.99—60.00%
F	lower than 60.00%

Basis of Evaluation

Attendance, Attitude, & Participation (15%)	Students will be evaluated on their attendance, attitude, and participation throughout the semester. Part of students' participation grades will be in-class assignments. In-class assignments cannot be made up; therefore, class attendance is critical for earning a passing grade in this course. Please see the <i>Attendance, Attitude, and Participation Rubric</i> for more details.
Quizzes (20%)	Students will take quizzes over the reading material for each topic. All quizzes will be on Moodle.
Synthesize, Argue, and Reflect Papers (SAR Papers) (20%)	Students will write a SAR paper for each topic. Papers require students to synthesize information, identify the authors' argument(s), and reflect on how the reading(s) applies to current events.
Mid-Term Exam (15%)	Students will take a mid-term exam that covers course material from the first half of the course.
Grant Proposal Assignment (10%)	Students will write a grant proposal for a program they develop that addresses one of the topics covered in class.
Final Exam (20%)	Students will take final exam that is cumulative.

Attendance, Attitude & Participation Score (15%)

	Exceptional A	Good B	Average C	Poor D or below
Attendance	<p>Exceptional Attendance Student missed no classes throughout the semester (perfect attendance). Student arrived on-time and remained in class until the end of class each class period.</p>	<p>Good Attendance Student missed 1-2 class periods. Student arrived on-time the majority of the time and remained in class until the end of class almost all class periods.</p>	<p>Average Attendance Student missed 3-4 classes. Student arrived on-time some of the time and remained in class until the end of class some of the time.</p>	<p>Poor Attendance Student missed more than 4 class periods. Student was consistently tardy and left class early on several occasions.</p>
Attitude	<p>Exceptional Attitude Student engaged in positive and professional interactions with the instructor and their classmates throughout the entire semester. Email communication with the instructor was professional at all times. Student was respectful of others' opinions during class discussions.</p>	<p>Good Attitude Student engaged in positive and professional interactions with the instructor and their classmates most of the time. Email communication with the instructor was professional most of the time. Student was respectful of others' opinions during most class discussions.</p>	<p>Average Attitude Student engaged in positive and professional interactions with the instructor and their classmates some of the time. Email communication with the instructor was professional some of the time. Student was respectful of others' opinions during some class discussions.</p>	<p>Poor Attitude Student engaged in negative interactions with the instructor and his/her classmates. Email communication with the instructor was not professional, and student was not respectful of others.</p>
Participation	<p>Exceptional Participation Student participated in all class discussions and written assignments, participating in both individual and group work throughout the semester. Student displayed exceptional critical thinking skills during these discussions & assignments. Student refrained from cell phone or any other electronic device use all semester. Student was always attentive during class and did not disrupt the class on any occasion.</p>	<p>Good Participation Student participated in most class discussions and written assignments, participating in both individual and group work most of the semester. Student displayed good critical thinking skills during these discussions & assignments. Student refrained from using his/her cell phone or any other electronic devices most of the semester. Student was consistently attentive during class and did not disrupt class most of the time.</p>	<p>Average Participation Student participated in some class discussions and written assignments, participating in both individual and group work some of the semester. Student displayed average critical thinking skills during these discussions or assignments. Student refrained from using their cell phone or any other electronic devices some of the time. Student was attentive during class and did not disrupt class some of the time.</p>	<p>Poor Participation Student consistently failed to participate in class discussions and assignments. Student did not demonstrate his/her ability to think critically during these discussions/assignments. Student was consistently on his/her cell phone and/or other electronic devices. Student was not attentive during class and was disruptive during class on more than two occasions.</p>

Weekly Learning Objectives, Course Material, and Assessments

Topic	Learning Objectives	Course Material	Assessment
Topic 1: Race in the Twenty-First century (Weeks 1 & 2)	<ol style="list-style-type: none"> 1. Explain why, when thinking about racism, one should avoid fallacy-based approaches. 2. Distinguish between different forms of racism. 3. Identify how whiteness is racial domination normalized, which produces and reproduces many privileges for white people. 	<p>Textbook Chapter 1</p> <p>“Race: The Color of An Illusion” Episode 1</p>	<p>Quiz (not graded) SAR Paper (not graded)</p>
Topic 2: The Invention of Race (Weeks 3 & 4)	<ol style="list-style-type: none"> 1. Explain how the modern concept of “race” emerged amid the revolutionary transformations of modernity—the rise of capitalism, nationalism, science, and colonialism—as a new way of viewing and ordering the world. 2. Recognize how the concepts of American whiteness and blackness emerged with the African slave trade. 	<p>Textbook Chapter 2</p> <p>“Race: The Color of An Illusion” Episodes 2 and 3</p>	<p>Quiz 1 SAR Paper 1</p>
Topic 3: Politics (Week 5)	<ol style="list-style-type: none"> 1. Critically examine the strategies and tactics used by the African American Civil Rights Movement, the American Indian movement, and the Chicano movement to push for racial justice and the end of discrimination and segregation. 2. Describe the backlash to the Civil Rights Movement from whites and explain how it led to the creation of the so-called Southern Strategy. 3. Discuss how political campaigns have shifted from class-based appeals to race-based appeals. 	<p>Textbook Chapter 3</p>	<p>Quiz 2 SAR Paper 2</p>

<p>Topic 4: Economics (Week 6)</p>	<p>1. Describe how President Franklin Roosevelt’s antipoverty programs failed to decrease the economic division between whites and nonwhites.</p> <p>2. Compare who benefits from the welfare system in the United States with racial attitudes that many people have regarding welfare.</p> <p>3. Identify the purpose of affirmative action policies and examine the evidence for whether they are successful.</p>	<p>Textbook Chapter 4</p>	<p>Quiz 3 SAR Paper 3</p>
<p>Topic 5: Housing (Week 7)</p>	<p>1. Demonstrate how urbanization, housing shortages, the migration of whites to the suburbs, and urban unrest led to the rise of racialized neighborhoods.</p> <p>2. Critically examine how poverty levels, unemployment rates, and demographic changes have transformed the suburbs since the 1990s.</p> <p>3. Explain why most Americans continue to live in racially segregated neighborhoods.</p>	<p>Textbook Chapter 5</p>	<p>Quiz 4 SAR Paper 4</p>
<p>Mid-Term Review & Exam (Week 8)</p>	<p>The mid-term exam will assess Course Learning Outcomes:</p> <p>(1) Students will critically analyze why race matters both historically and in the twenty-first century.</p> <p>(2) Students will identify consequences associated with different forms of racism, examining how they interpenetrate and inform one another.</p>	<p>No new course material this week</p>	<p>The mid-term exam will contain a variety of questions, including multiple choice, true or false, short answer, and essay questions.</p>

<p>Topic 6: Crime and Punishment (Week 9)</p>	<p>1. Demonstrate the ways that Americans' fear of crime is strongly connected to their racial identity, their racial attitudes, and the racial makeup of their neighborhood.</p> <p>2. Identify how racial disparities in the prison population are driven in large part by severe criminal sentencing practices that give lengthy prison terms for nonviolent offenses as well as by new policing techniques that disproportionately affect poor minority communities.</p> <p>3. Compare why members of different racial groups are more likely to commit or be victims of crime.</p>	<p>Textbook Chapter 6 "The House I Live In"</p>	<p>Quiz 5 SAR Paper 5</p>
<p>Topic 7: Education (Week 10 and 11)</p>	<p>1. Examine the ways that whiteness often pervades the curriculum and college life.</p> <p>2. Explain why the racial education gap—separating whites and Asians, on the one hand, and African Americans, Hispanics, and Native Americans, on the other—has shrunk in recent years at the secondary level but has increased at the postsecondary level.</p> <p>3. Demonstrate how affirmative action operates in higher education and whether it has changed the racial disparities it was intended to reduce.</p>	<p>Textbook Chapter 7 "Separate and Unequal" "Structural Discrimination: The Unequal Opportunity Race"</p>	<p>Quiz 6 SAR Paper 6</p>
<p>Topic 8: Aesthetics (Week 12)</p>	<p>1. Recognize when cultural appropriation occurs and how to distinguish between racist appropriation and antiracist appropriation.</p> <p>2. Critically examine the ways in which whites held a virtual monopoly over the dominant images of beauty, genius, and art for most of American history.</p>	<p>Textbook Chapter 8 "Whitewashed: Unmasking the World of Whiteness"</p>	<p>Quiz 7 SAR Paper 7</p>

<p>Topic 9: Associations (Weeks 13 and 14)</p>	<ol style="list-style-type: none"> 1. Examine how associational life reflected racial segregation in America and how labor unions and ethnic nationalist groups responded differently to racial discrimination. 2. Explain the racial discrepancies in civil participation between whites and nonwhites addressing why people of color are less likely to join voluntary associations or participate in community activities. 3. Identify how the Internet can be a source of virtual racism as well as of virtual empowerment that facilitates multiracial coalition building. 4. Understand why religious life continues to be one of the most racialized areas of American society. 	<p>Textbook Chapter 9</p>	<p>Quiz 8 SAR Paper 8</p>
<p>Topic 10: Intimate Life (Week 15)</p>	<ol style="list-style-type: none"> 1. Examine how racial domination has wreaked havoc on many nonwhite families and interracial couples—through such means as separating parents from children, limiting the immigration of spouses and children, and forbidding marriages between races. 2. Investigate reasons for significant racial differences in rates of marriage, divorce, and out-of-wedlock birth. 	<p>Textbook Chapter 10</p>	<p>Quiz 9 SAR Paper 9</p>
<p>Topic 11: Toward Racial Justice (Week 16)</p>	<ol style="list-style-type: none"> 1. Evaluate the strengths and weaknesses of three different responses to racial inequality: color-blindness, multiculturalism/cosmopolitanism, and racial democracy. 2. Recognize the different levels where people can pursue racial democracy: the individual level, the interactional level, the institutional level, and the level of collective action. 	<p>Textbook Chapter 11</p>	<p>Quiz 10 SAR Paper 10</p> <p>*Grant Proposal Assignment due on Moodle by the last day of class by 11:55pm</p>

<p>Final Exam</p> <p>Date, Time, Location: XXX</p>	<p>The final exam will assess Course Learning Outcomes:</p> <p>(3) Students will explain how the concept of race was invented, including how the modern concept of race emerged.</p> <p>(4) Students will utilize an intersectional perspective demonstrating how racism intersects with other forms of social division, including those based on gender, class, sexuality, religion, nationhood, and ability.</p>	<p>No new material</p>	<p>The final exam will contain a variety of questions, including multiple choice, true or false, short answer, and essay questions.</p>
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