

APUD

Course Enhancement Rationale

Course Dept/Number: SOCI--331

Course Name: Racial and Cultural Minorities

Instructor: Tim Dunn

Gen Ed Cr: X Yes or No

Total Credits: 4

Indicate which enhancement(s) will be used for this course by checking the appropriate box.

Enhancement	COMAR Requirements
<input type="checkbox"/> X Increased course content and/or collateral readings	Additional 45 hours per semester of supervised, documented learning.
<input type="checkbox"/> X Undergraduate Research and Information Literacy	Additional 45 hours per semester of supervised, documented learning and/or supervised instruction and documented learning through appropriate technology mediums.
<input type="checkbox"/> Technology	Supervised instruction and documented learning through appropriate technology mediums.
<input type="checkbox"/> X Higher Level Critical Thinking Exercises	Additional 45 hours per semester of supervised, documented learning and/or supervised instruction and documented learning through appropriate technology mediums.
<input type="checkbox"/> Service Learning/Civic Engagement	Additional 45 hours per semester of supervised, document learning.
<input type="checkbox"/> International Education/Cultural Enrichment	Additional 45 hours per semester of supervised, documented learning.
<input type="checkbox"/> Additional hour(s) in class	Additional 15 hours per semester of supervised, documented learning. (Complete only questions #1 below)
<input type="checkbox"/> Additional hour(s) in lab or studio	Additional 30 hours per semester of supervised, documented learning.

1. Describe the enhancement(s) for this course. Discuss how this enhanced course will differ from the current 3 credit course. Especially address what makes it a more rigorous, focused and engaging learning experience.

There are significantly more readings assigned for this course, as I have replaced a series of web readings (5 chapters) from one author (Scheafer) by instead assigning an additional textbook (Feagins) from which I assigning 13 chapters.

There is also significantly more assigned writing for this course. I have added a new assignment, Note Sheets (1-2 pages), for the 9 topics that students are not already writing assigned Readings Discussion Papers (they do RDP's for 3 topics). While more informal and shorter than an RDP, it will still force students to be more prepared and to engage more fully with the readings than previously, and should greatly aid group discussion. I am designing this assignment in response to previous student feedback and suggestions for something along these lines to hold classmates more accountable for being up to date on course materials. In addition, I have changed the Application Paper to an Application and Research Paper and increased the length from 4-6 pages to 7-8 pages. The result is that students will be required to write 61% more in terms of length (15 more pages --- there were 22-27 total pages previously [24.5 midpoint] and there will now be 32-47 [39.5 mid-point]), and more in-depth and detail on one key assignment.

The Application and Research paper emphasizes research more than the previously assigned Application Papers. Students will now have to consult 4-5 academic sources, rather than 2 sources (1 of which could be from popular press). Moreover, in requiring them to synthesize information from the larger number of

Course Enhancement Rationale

sources, this assignment is a higher level critical thinking exercise that its predecessor, which did not require synthesis.

2. Discuss what the faculty member will do to provide appropriate guidance and feedback for the enhancement activity.

I will lecture on the additional readings in the classroom, as well as incorporate them into in-class exercises and guiding questions for student discussion. I will also read and grade the 9 new Note Sheet assignments that students will now be writing, on which I will provide written feedback and I will make comments to the entire class on this assignment for each topic. They will have an opportunity to improve their work based on this feedback, as well as my responses to their 3 RDP's (which I already do). Moreover, I will provide more extensive feedback to their in-class writing exercises and quizzes, which currently I provide little of.

3. Discuss the estimated time expected for students to complete the enhancement (COMAR requires approximately 45 hours per 1 credit):

I estimate that students will spend an additional 1 hours per week doing the additional readings for the course (15 hours over the course of the term). I estimate the students will spend an additional 2 hours per week doing the new and lengthier (in one case) writing assignments (30 hours over the course of the term).

4. Discuss how the enhancement will be assessed.

I will grade the numerous short new papers (and the more challenging tests I intend to write) and I will carefully monitor small group and class discussions of the longer readings. Given the students will have more material to work with and will be required to do more with it, I expect to see greater depth, detail, and critical reflection in their written work (papers, in-class exercises, note sheets, and test essay question answers) and verbal comments. Also, by providing feedback to the new Note Sheet assignments and more feedback to in-class writing exercises and quizzes, students should be able to monitor their own progress more closely and have more opportunities to improve. So, I expect to see greater improvement over the course of the semester.

Racial and Cultural Minorities -- Sociology 331
Spring 2009

Instructor: Tim Dunn
Office: Fulton Hall 270
Office Hours: MW 1-2, TR 10-11, W 5-6, & By Appointment
Web Page (& class links): <http://faculty.salisbury.edu/~tjdunn/>
Phone & email: 410-543-6432; tjdunn@salisbury.edu **Mail box:** 266 Fulton Hall, Sociology Dept. office

Text: Rethinking the Color Line: Readings in Race and Ethnicity. Edited by Charles Gallagher. 2007 (3rd edition). McGraw Hill.

Racial and Ethnic Relations. Feagin, Joe R. and Clairece B. Feagin. 2007 (8th edition)
& other assigned readings available via class web site

I. Course Description — The U.S. population is becoming increasingly diverse. By mid-century, racial and ethnic minority groups cumulatively will become the majority of the nation's population, as has already occurred in several states, most notably California and Texas, and will fairly soon in Maryland. Although racism and discrimination have abated when viewed from an historical perspective, they persist in often more subtle forms in the contemporary U.S., a society that is rife with ethnic and racial divisions. This course will examine these topics by surveying sociological work on the major U.S. racial and ethnic minority groups as well as a range of pressing current issues in intergroup relations, such as prejudice and discrimination, criminal justice, immigration, work, residential segregation, the media, group identity and boundary changes, and building a non-racist world.

In terms of format, the class will be a mix of lectures combined with student-led discussion as well as larger class discussion to create a structured but also interactive learning experience. An important ideal in this course is to facilitate the emergence of a diversity of views as well as spirited, respectful exchanges among class members on given topics, informed by sociological concepts and research. I will bring in news reports on contemporary issues for examples and discussion, and I encourage you to do the same. Become an informed citizen!

SOCI 498 is an "enhanced" course, that is, a course that might traditionally be offered for 3 credit hours, but which, within the context of both the newly reformed Sociology program and the Fulton School's overall curriculum reform initiative, is being offered here in a 4-credit context. The main purpose of the Fulton reform and the courses in it is to engage students more in the individual courses they take and, as a result, provide students with a deeper—and often more active—learning experience and encounter with the subject at hand. All "enhanced" 4-credit courses in the Fulton School will require significantly more—and sometimes different—work than they might (or used to) require as 3-credit courses. For more information on the Fulton reform and "enhanced" courses, and what both mean to you, as a student, please visit the Fulton reform student website at <http://www.salisbury.edu/fulton/currref-students.html>.

II. Objectives – The University's "highest purpose is to empower our students with the knowledge, skills, and core values that contribute to life-long learning, gainful employment, and *active citizenship in a democratic society and interdependent world*" (SU Catalogue, 2007-2008, pg. 6). Moreover, the university's values include "diversity" (global, society, and individual differences and equal opportunity) and "civic engagement," (seeking to improve the quality of life for area residents). Diversity is a core focus of this class and civic engagement is reinforced by developing your ability to understand and discuss some of the key facets of racial and ethnic relations, a topic of central importance to our society and throughout the world. Further, you will be encouraged to consider not only how the topic affects your life, but also how you can make a positive contribution to racial and ethnic relations. This will involve utilizing a *sociological perspective* to look beyond surface appearances and "common sense" explanations to gain a deeper understanding and expand your critical thinking skills. All of this is useful in employment settings, particularly as diversity grows.

III. Coursework Requirements (read carefully!)

A. 3 Readings Discussion Papers (RDP's) --- Write on the readings for 3 topics, each from a different test-unit. The papers are generally due the **second day** we are scheduled to discuss the topic, unless I announce otherwise.

Format (Length 6-7 pages); I prefer typed and double-spaced, but legibly hand-written is OK.

1. Main Ideas – Length should be 5-6 pages. Elaborate on several details or a key idea or two from each assigned reading for a given topic (from at least 4 readings, when more than 4 are assigned). Be selective and focus on specific information & ideas you found interesting in each reading; do not provide a general overview of it. Do not use quotes extensively; use your own words. You must provide at least 1 citation of an assigned rdg. per paragraph i.e., list author and page #(s) in parentheses -- must if using a quote – e.g., (Mills, 27-28)]. You do not have to devote equal space to

each reading; you can be brief on some and longer on others— but you must get into a good bit of detail on at least 2 of the readings.

Also, you must:

- a. **Draw (& briefly explain) at least 1 connection or link between 2 or more readings** (e.g., by comparison or contrast); preferably draw more than 1 connection. [Integration of materials]
 - b. **Provide 1 example (not in the assigned readings)** of some idea or issue from rdgs.; the example can be hypothetical, or real world'ish. [Application of ideas]
- 2. Reaction and Critique** – Length should be 1 or more. Use a heading “Reactions & Critique” to indicate where you are starting this section, which should be a brief reaction to and evaluation of the readings and issues raised in them. You do not have to address each reading or issue, but rather only those you would most like to comment upon. What thoughts or feelings do they provoke in you? Did you agree/disagree, and why? I want some thoughtful reflection and critique of the readings and the issues they raise.

B. 9 Readings Note Sheets: Due the second day of the topic, unless there is only 1 day. You must take at least 1-2 of notes on main ideas from at least 2 assigned readings for each topic for which you are not already writing an RDP, except for the first topic of the course – i.e., there are 12 topics (after the first topic), and you have to write RDPs on 3 of them and Note Sheets on the other 9 topics. You have wide leeway on the format, but make sure you have some substantive notes on the readings' main ideas or themes that are legible, not just term definitions or superficial points from the introduction. You must have a page number and reading author for each note entry / main point. Use your own words, note quotes. This will greatly aid group discussion as well as test preparation and your overall learning.

C. 1 Application & Research Paper (Length 7-8 pages, May 12 at latest, but can be turned in anytime after April 30): Select a topic related to issues covered in class and find 4-5 articles on it – from scholarly publications (research journal, anthology, book), though you may use 1 article from news media. Start the paper by listing and describing your topic. Then, discuss some specific information from the articles, organized by theme / subtopic, not by article (i.e., synthesize). You should also briefly add any relevant personal experience, especially your work experience or future career. Then, most importantly, discuss how information from the articles (& experience) is connected or related (e.g. compare or contrast) to something from any assigned class reading(s). Make several connections. Spend at least 1 ½ pages of your paper discussing the connections. Provide a copy of your articles with your paper. [Note: I will help you with suggestions of research journals later in the term.]

D. Group Discussion Leading & Class Participation. You will lead a small group discussion twice, for part of 2 classes, on 2 different topics, which should be on the same topics for which you write an RDP. When not leading I expect you to participate in group discussions, as well as be generally involved in the class. This presumes your attendance and familiarity with the readings. Basically, evidence of a good attendance and an honest effort at participation will suffice. This category will be crucial in the case of borderline grades (e.g., C+/B-). **Attendance Policy:** You are required to attend all classes. Failure to attend will negatively affect your grade, significantly.

E. Assignments, Exercises, & Quizzes (at least 6 total). Assignments will be brief, often based on in-class videos. I will also give a few unannounced quizzes and in-class writing exercises on the readings. They will not be difficult, but will serve to check if you are doing the readings and to stimulate discussion.

F. Attend & briefly write about 1 African American History Cultural Event. (Length 1½-2 pages) Briefly describe and summarize the content of the event, and then briefly relate it to something specific from class materials. You must turn it in within 3 weeks after the event.

G. Three Tests. There will be three exams, each covering roughly a third of the material for the term. The last exam will not be cumulative. The tests will include multiple-choice and short answer or short essay questions.

IV. Grade Calculation & Scale:

3 RDP's @ 25 points each	75 points (23% of total pts.)
9 Readings Note Sheets @ 6 points each	54 points (16% of total pts.)
Application Paper	25 points (7% of total pts.)
Cultural event write-up	10 points (3% of total pts.)
Group Disc. Leading & Class Participation	30 points (9% of total pts.)
Quizzes & In-Class Writing Assgmts.	30 points (9% of total pts.)
2 tests @ 35 pts. @ last test @ 40 =	110 points (33% of total pts.)
Total	334 points

Grade Scale:

A	90-100%	301-334 pts.
B	80-89%	267-300 pts.
C	70-79%	234-266 pts.

D	60-69%	200-233 pts.
F	59.9% & below	199 pts. & below

Note: You may calculate your grade at any time during the term by adding up the number of points you have earned and dividing them by the total number possible up to that point. Please see me if you have questions or concerns.

V. Miscellaneous...

Extra Credit: Up to 10 points – You do a brief write up of up to 1 extra cultural event anytime during the term related to racial and cultural minorities or inter-group relations in addition to the 1 already assigned (same format and within 3 – weeks-deadline apply).

Make-up Policy: I will not grant make-ups or extensions for exams and papers unless you face extraordinary circumstances (illness, family problems, etc.) or a university-scheduled activity. No make-ups for in-class assignments and quizzes.

Active Class Participation is expected. Small group discussion as well as class exercises/assignments are tools for facilitating student participation. These are premised on your having read or at least perused the readings. Also, during lectures please occasionally ask questions and speak up.

Writing Help – The Writing Center is located at Guerrieri University Center 206 (410-677-3154) directly above the Fireside Lounge.

Attendance Policy: see Class Participation: (Item III. C. above)

Writing Across the Curriculum:

This Course is in full support of the emphasis on this campus to give students every opportunity to reinforce their writing skills. Any writing assignment will be graded for content and organization, and for style, grammar, and mechanics.

Tentative Schedule (subject to change, esp. web rdgs.)

<u>Dates</u>	<u>Topic</u>	<u>Readings</u>
Jan. 30, Feb 4 & 6	Background Concepts & Theories	Gallagher Rdg # 1, 3, 4, 6, 9 Feagins: Chs. 1 & 2
Feb. 11 & 13	African Americans	Gallagher Rdg. #2 Feagins: Ch. 8
Feb. 18 & 20	Hispanic or Latino/a Americans	Feagins: Chs. 9 & 10
Feb. 25 & 27	Asian Americans	Gallagher Rdg. #11 Feagins: Chs. 11 & 12
<u>March 3</u>	<u>Test 1</u>	
March 5, 10	Native Americans (American Indians)	Gallagher Rdg. #10 Feagins: Ch. 7 Web: Alexie; Nieves
March 12	White Ethnics & others	Gallagher Rdgs. # 42 Feagins: Chs. 4, 5, 6
March 17-21	SPRING BREAK!	
March 24 & 26	Prejudice & Discrimination	Gallagher Rdgs. #14, 17, 18, 19, 20 Web: McIntosh
March 31, April 2	Race & Residence	Gallagher Rdgs. #21 (only pp 236-248), 23, 24, 25 Web: De Sena
<u>April 7</u>	<u>Test 2</u>	

April 9, 14	Criminal Justice	Gallagher Rdgs. #22, 26, 28, 29 Web: Wilson, Saenz et al.
April 16, 21	Media	Gallagher Rdgs. # 35, 36, 37, 38, 39 Web: Uriarte(s)
April 23, 28	Work	Gallagher Rdgs. # 30, 31, 33, 34 Web: Schlosser
Note: I will add something on <u>Affirmative Action</u> , probably in this section...		
April 30	Immigration	Gallagher Rdgs. #40(?), 41, 43 Web: Massey, et al.; Meyerson, Massey
May 5, 7	Blurring boundaries & a non-racist future ?	Gallagher Rdgs. #44, 45, 46, 48 <u>Reagins: Chs. 13 & 14</u> Web: Manges Douglas, Hernanedz-Leon & Zuniga
<u>May 7</u>	<u>Application & Research Paper DUE, but you can turn in any time after April 30</u>	

Final Exam (Test 3) Date & Time To Be Announced (will be week of May 12-16)

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Spring 2008

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I. Course Description — The U.S. population is becoming increasingly diverse. By mid-century, racial and ethnic minority groups cumulatively will become the majority of the nation's population, as has already occurred in several states, most notably California and Texas, and will fairly soon in Maryland. Although racism and discrimination have abated when viewed from an historical perspective, they persist in often more subtle forms in the contemporary U.S., a society that is rife with ethnic and racial divisions. This course will examine these topics by surveying sociological work on the major U.S. racial and ethnic minority groups as well as a range of pressing current issues in intergroup relations, such as prejudice and discrimination, criminal justice, immigration, work, residential segregation, the media, group identity and boundary changes, and building a non-racist world.

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Also, you must:

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b. Provide 1 example (not in the assigned readings) of some idea or issue from rdgs.; the example can be hypothetical, or real world'ish. [Application of ideas]

2. Reaction and Critique – Length should be 1 or more. Use a heading "Reactions & Critique" to indicate where you are starting this section, which should be a brief reaction to and evaluation of the readings and issues raised in them. You do not have to address each reading or issue, but rather only those you would most like to comment upon. What thoughts or feelings do they provoke in you? Did you agree/disagree, and why? I want some thoughtful reflection and critique of the readings and the issues they raise.

B. Application Paper (Due May 7 or turn in any time before, Length 4-6 pages): The basic idea is to apply something from class to the real world, based on a topic (or part of one) from any of those covered in class. Find two articles on the same issue(s) – at least one article must be from a scholarly publication (research journal) and one may be from popular press.

Format:

First, start the paper by listing your topic, and then briefly summarize each article AND discuss some specific information from each article and also. (3-4 pages)

Second, reflect on how this topic has affected you and/or may affect you in the future. In each of the first two sections (on articles and autobiography) tie-in / incorporate a couple things from class materials & readings (compare/contrast, react to, etc.). (1-2pages)

Third, briefly speculate on what you might do to make a positive contribution to racial and ethnic relations on this topic during your life in the future. (1/2 -1 page)

Provide a copy of your articles with your paper. [Note: I will help you with suggestions of research journals later in the term.]

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Group Disc. Leading & Class Participation	30 points (11% of total pts.)
Quizzes & In-Class Writing Assgmts.	30 points (11% of total pts.)
2 tests @ 35 pts. @ last test @ 40 =	110 points (39% of total pts.)
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Feb. 18 & 20	Hispanic or Latino/a Americans	Web: Schaefer – Chapters 9 & 10
Feb. 25 & 27	Asian Americans	Gallagher Rdg. #11 Web: Schaefer – Chapters 11 & 12
<u>March 3</u> <u>Test 1</u>		
March 5, 10	Native Americans (American Indians)	Gallagher Rdg. #10 Web: Schaefer – Chapter 6; Alexie; Nieves
March 12	White Ethnics & others	Gallagher Rdgs. # 42 Web: Parrillo; Waters, & Dumas
March 17-21 <u>SPRING BREAK!</u>		
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