



**DOANE**  
UNIVERSITY

## SYLLABUS

<b>Course Title</b>	Race and Nationality
<b>Course Number</b>	SOC 324
<b>Number of Credits</b>	3 semester credits
<b>Course Dates</b>	3/11/19 - 5/10/19
<b>Instructor</b>	Dr. Joanne M. Garrison
<b>Email Address</b>	joanne.garrison@doane.edu
<b>Office Hours/Availability</b>	(Times you'll be available for student emails/calls/texts.)
<b>Phone Number</b>	308-380-2196 I do accept Text messages. However, students must identify who they are and the course they are taking.
<b>Textbook Information: (e.g. title, edition, publisher, ISBN)</b>	<u>Rethinking the Color Line: Readings in Race and Ethnicity 5<sup>th</sup> Edition:</u> Authored by Charles A. Gallagher, 2011 <b>ISBN 10:</b> 0078026636 <b>ISBN 13:</b> 978-0078026638
<b>Additional Course Materials</b>	NA

<b>Course Description</b>	A study of racial and cultural minorities with a special emphasis on intergroup, racial, and ethnic relations. This course examines myths, doctrines, and movements, and reviews the processes and consequences of conflict, discrimination and prejudice.
<b>Program Outcomes</b>	<p>Foundational Area of Knowledge: Global and Cultural Context</p> <p>Students will work to:</p> <ul style="list-style-type: none"> <li>• understand the evolution and development of cultural frameworks in the context of historical, political, social, religious, economic and/or legal structures</li> <li>• interpret intercultural experiences from the perspectives of more than one worldview and demonstrate the ability to appreciate other cultures beyond their own experience</li> <li>• create a refined empathetic understanding of a multifaceted world</li> </ul>
<b>Course Learning Outcomes/Objectives</b>	<p>Students may address complex questions about race, gender, nationality, religion, law, economics, business and/or politics in order to understand multiple cultural perspectives and will work to:</p> <ol style="list-style-type: none"> <li>1. Understand the evolution and development of cultural frameworks in the context of historical, political, social, religious, economic and/or legal structures</li> <li>2. Interpret intercultural experiences from the perspectives of more than one worldview and demonstrate the ability to appreciate other cultures beyond their own experience</li> <li>3. Create a refined empathetic understanding of a multifaceted world</li> </ol>
<b>Technology Requirements</b>	<a href="https://www.doane.edu/faq/minimum-computer-requirements">https://www.doane.edu/faq/minimum-computer-requirements</a>

## Course Schedule

<b>Week or Module</b>	<b>Topic</b>	<b>Content</b>	<b>Assessments Matched to Learning Outcomes</b>	<b>Due Date &amp; Time</b>
Week 1	Introduction to SOC 324	Video and in class discussion	LO3 - Quiz on video and discussion	Week 1
Week 2	Racialized social system approach to racism & Understanding racial-ethnic disparities in health	Readings from the text and video as well as in-class discussion	(LO1, LO2, LO3) Essay responses to the readings and quiz on the video	Week 3
Week 3	A Tour of Indian Peoples & Indian Lands, The Ideology of Color Blindness, & Discrimination & the American Creed	Readings from the text and video as well as in-class discussion	(LO1, LO2, LO3) Essay responses to the readings and quiz on the video	Week 4
Week 4	Being young and Arab in America, The possessive investment in Whiteness: Racialized social democracy, & Laissez-Faire racism, racial	Readings from the text and video as well as in-class discussion	(LO1, LO2, LO3) Essay responses to the readings and quiz on the video	Week 5

	inequality, and the role of the social sciences.			
Week 5	No equal justice: the punishment of color, The new Jim Crow, & Racialized mass incarceration: Rounding up the usual suspects.	Readings from the text and video as well as in-class discussion	(LO1, LO2, LO3) Essay responses to the readings and quiz on the video	Week 6
Week 6	The mark of a criminal record, Using DNA for Justice: Color blind or biased	Readings from the text and video as well as in-class discussion	(LO1, LO2, LO3) Essay responses to the readings and quiz on the video	Week 7
Week 7	What's in a name and how it affects getting a job and when the melting pot boils over: The Irish, Jews, Blacks & Koreans of New York.	Readings from the text and video as well as in-class discussion	(LO1, LO2, LO3) Essay responses to the readings and quiz on the video	Week 8
Week 8	Hispanics in the American South and the transformation	Readings from the text and video as well as	(LO1, LO2, LO3) Essay responses to the readings and	Week 8

	of the poultry industry. The persistence of stereotyping of American Indians in American advertising and brands.	in-class discussion	quiz on the video	
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### Grading Assessments

Type of Assessment	Points	Total possible points
Long Essay response to readings.	50 points each week for 7 weeks.	350 points
Video Quiz	25 points each week for 8 weeks	200 points
In-class discussion	15 points each for 8 weeks	120 points

### Grade Scale

A+ = 97-100%    A = 94-96%    A- = 90-93%    B+ = 87-89%    B = 84-86%    B- = 80-83%  
 C+ = 77-79%    C = 74-76%    C- = 70-73%    D+ = 67-69%    D = 64-66%    D- = 60-63%  
 F= 59% or below

<b>Participation Policy</b>	A student is expected to be prompt and regularly attend on-ground classes in their entirety. Regular engagement is expected for on-line courses. Participation in class discussions is an integral part of your grade.
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<b>Study Time</b>	Expectation of the amount of time the course requires students to spend preparing and completing assignments. Typically, students could expect to spend approximately 12 hours a week preparing for and actively participating in this 8-week 3 credit hour course. This actual time for study varies depending on students' backgrounds.
<b>Late Work</b>	Late work will be accepted but there will be a significant reduction in points corresponding to each day late, at the discretion of the instructor. Students are strongly encouraged <b>NOT</b> to turn in later assignments but to turn in all work on the due date.
<b>Submitting Assignments</b>	Students are to submit all assignments in person on the day due, or via email to the instructor at joanne.garrison@doane.edu
<b>Communication Policy including Assignment Feedback</b>	Communication via email, phone or text will have a 24 response with the exception of the weekend. Student assignments will be graded and returned to students in the following class period.
<b>Academic Integrity Policy</b>	<p>Doane University expects and requires all its students to act with honesty and integrity and respect the rights of others in carrying out all academic assignments. Academic dishonesty, the act of knowingly and willingly attempting or assisting others to gain academic success by dishonest means, is defined in four categories:</p> <ol style="list-style-type: none"> <li>1. Cheating - "Intentionally using or attempting to use unauthorized information or study aids in an academic exercise."</li> <li>2. Fabrication - "Intentional and unauthorized falsification of invention or any information or citation in an academic exercise."</li> <li>3. Facilitating Academic Dishonesty - "Intentionally or knowingly helping or attempting to help another to commit an act of dishonesty," and/or coercing others to do the same.</li> <li>4. Plagiarism - "Intentionally or knowingly representing the words or ideas of another as one's own in any academic exercise," in both oral and written projects.</li> </ol> <p><i>Gehring, D., Nuss, E.M., &amp; Pavela, G. (1986). Issues and perspectives</i></p>
<b>Academic Support</b>	<p>Please contact academicsupport@doane.edu</p> <p><a href="https://www.doane.edu/graduate-and-adult/academic-support">https://www.doane.edu/graduate-and-adult/academic-support</a></p>

<b>Disability Services</b>	<a href="https://www.doane.edu/disability-services">https://www.doane.edu/disability-services</a> Doane University supports reasonable accommodations to allow participation by individuals with disabilities. Any request for accommodation must be initiated by the student as soon as possible. Each student receiving accommodations is responsible for his or her educational and personal needs while enrolled at Doane University.
<b>Military Services</b>	<a href="https://www.doane.edu/graduate-and-adult/military">https://www.doane.edu/graduate-and-adult/military</a>
<b>Anti-Harassment Policy</b>	<a href="http://catalog.doane.edu/content.php?catoid=5&amp;navoid=452">http://catalog.doane.edu/content.php?catoid=5&amp;navoid=452</a>
<b>Grade Appeal Process</b>	<a href="http://catalog.doane.edu/content.php?catoid=5&amp;navoid=238">http://catalog.doane.edu/content.php?catoid=5&amp;navoid=238</a>
<b>Credit Hour Definition</b>	Doane University follows the federal guideline defining a credit hour as one hour (50 minutes) of classroom or direct faculty instruction and a minimum of two hours of out-of-class student work each week for approximately fifteen weeks (one semester), or the equivalent amount of work over a different time period (e.g., an 8-week term). This definition applies to courses regardless of delivery format, and thus includes in-person, online, and hybrid courses (combination of in-person and online). It also applies to internship, laboratory, performance, practicum, research, student teaching, and studio courses, among other contexts.
<b>Syllabus Changes</b>	Circumstances may occur which require adjustments to the syllabus. Changes will be made public at the earliest possible time.