

Spring 2016

Race & Ethnic



Relations

SYD 3700 | Room: CHE 102 | Wednesday 5:00PM-7:45PM

Instructor: Mr. Jasmón Bailey

Office 210A Cooper Hall; Telephone 813-974-7675

E-mail: JasmonBailey@mail.usf.edu

Office Hours:

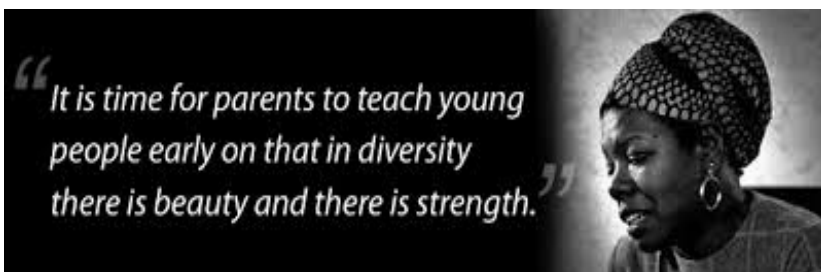
Wednesdays 12:30pm -2:30pm

Function of this Syllabus:

This syllabus contains important information about this course — e.g., the purpose of the course, how the class will be conducted, and information about course policies. The syllabus also makes reference to other course documents. Some of the material (stated or referred to in this syllabus) deals with course policies. **It is assumed that you have fully read and comprehended the material in this syllabus, unless you tell me otherwise.**

Course Information:

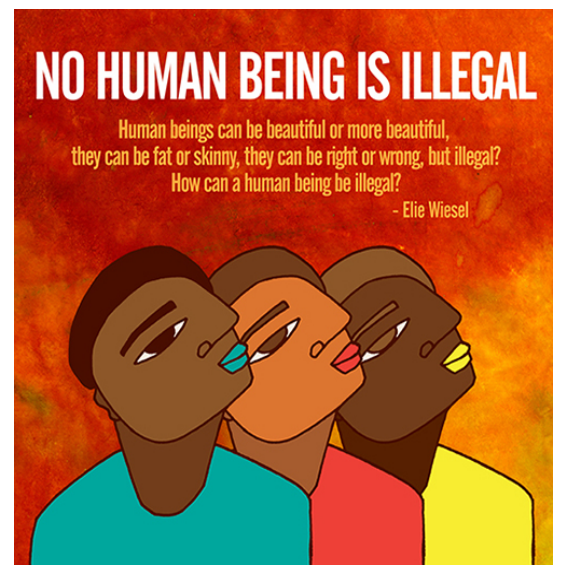
This course takes the position that race, just like gender, class, and sexuality, is a social construction. It also challenges the idea that the United States is now a “post-racial” society. A critical and intersectional framework will be used to examine the course topic. Thus, we will discuss how race shapes other social categories such as: gender, class, and sexuality.



The purpose of this course is to introduce you to a sociological understanding of race and ethnic relations in the United States. A sociological approach to the study of race and ethnicity considers how race (and ethnicity) organizes and structures social life, both locally and globally. Thus, we will attend to questions regarding the social, historical, cultural, and political constructions of race. In doing so, we will examine the racial and ethnic experiences of various groups in the U.S. and Latin America. Specifically, we will focus on Native Americans, Whites, Blacks, Latino/as, and Asians. In examining the experiences of these major racial and ethnic groups, we will discuss the characteristics, causes, and effects of racism, racial-stereotypes, racial-prejudice, and racial-discrimination. Hence, we will analyze the institutional, structural, and systemic consequences of racial and ethnic inequality, with a specific emphasis on media, education, employment, wealth, housing, the criminal justice system, health care, the environment, and government. Lastly, as we have a better understanding of how race/ethnicity structures our social worlds (both locally and globally), we will discuss topics on racial justice and social change. By the end of the course, you will have a sociologically understanding on the ways and means race impacts social life.

This course is part of the University of South Florida's Foundations of Knowledge and Learning Core Curriculum. It is certified for Social and Behavioral Sciences and for the following dimensions: Critical Thinking, Inquiry-Based Learning, Human and Cultural Diversity, and Information Literacy.

1. To develop a “sociological imagination” with respect to race and ethnic relations—the ability to understand the ways in which individual experiences are shaped by social location, and how “social problems” differ from “individual troubles.”
2. To develop knowledge and understanding of important theories, concepts and issues currently debated in race and ethnic relations research within sociology and related disciplines.
3. To demonstrate unique well-organized, well-developed group sociology research papers and oral presentations or other creative multimedia activities that reflect appropriate use of language and demonstrate specific knowledge, critical and analytical abilities, and appropriate use of technology consistent with assignment objectives.
4. To learn and apply basic quantitative and qualitative methodological skills in observation, interviewing, descriptive statistics, and fact-finding, in order to understand the processes of social science research.
5. To employ social science inquiry, particularly sociological theory and methods, to analyze social problems related to race and ethnicity and dominant trends in society.
6. To develop a critical understanding of the local and global processes that historically influence and help to define human race and ethnic differences and how these differences have influenced the relative rights and responsibilities accorded to individuals and groups within human societies, and how the actions of individuals and groups in one society affect life in another.
7. To gain a better understanding of how race and ethnicity influence how individuals connect with society on micro and macro levels, thus influencing human and physical environments and ability to pursue a meaningful life.



Student Outcomes

1. Students will demonstrate knowledge and understanding of the major theories, concepts, and important issues currently debated in race and ethnic relations research within sociology and related disciplines through various assignments.
2. Students will demonstrate an understanding of the “sociological imagination” with respect to race and ethnic relations through various assignments.
3. Students will demonstrate the critical ability to examine how issues related to race and ethnicity receive attention and come to be defined in the larger society, and how institutional factors frame debates on race and ethnic issues through various assignments.
4. Students will demonstrate an understanding of the differences between disparities, prejudice, discrimination, and racism and different types of interpersonal and institutional prejudice and discrimination through various assignments.
5. Students will demonstrate an understanding of how racial and non-racial stereotypes develop in societies over time and how humans use stereotypes to navigate everyday life and how stereotypes can lead to prejudice, discrimination, and racism through various assignments.
6. Students will demonstrate the ability to synthesize a unique group research project that emphasizes critical thinking and understanding of course subject matter through written and oral presentations.



Required Textbooks

Golash-Boza, Tanya. 2015. *Race and Racisms: A Critical Approach*. Oxford University Press. ISBN 9780199920013

Desmond, Matthew and Mustafa Emirbayer. 2010. *Racial Domination, Racial Progress: The Sociology of Race in America*. McGraw-Hill. ISBN 9781259887253

**Additional readings will be posted on Canvas.

Course Expectations & Requirements:

Learning is not a spectator sport. Fundamentally, the responsibility to learn is yours and yours alone. For learning to happen in any course, you must take an active role in the process. For our class, you are expected to come to class ‘prepared’ and ‘ready to learn,’ which requires you ‘to read’ and ‘to study’ the assigned reading ‘before’ you come to class. Being prepared for class enables you to construct a knowledge base on which subsequent learning rests. During our class, we don’t ‘cover’ content, which means I talk less to get you to talk about what you are learning¹.

Classroom Decorum: The classroom should be a safe place in which all students can openly engage in intellectuality. Everyone should feel comfortable to raise and debate scholarly issues. Therefore, all students are expected to show professional etiquette and refrain from non-class related activities when class is in session. The expectation of professional etiquette means everyone will act civilly and cooperate with one another. The classroom will be a place where people respect and listen to one another, speaking when appropriate, and permitting other people to contribute and express their ideas or inquiries. The expression of ideas or inquires contributing to the topic under discussion are always welcomed. Ideas or views should be supported by, or related to, the readings or peer reviewed scholarly articles.

(Moreover) Classroom Discussions Etiquette: Class discussions are strongly encourage and necessary to the teaching and learning process. This calls for your active participation through verbal communication. Please keep the following in mind as you engage in class discussions:

1. The tips of success handout
2. Questions & Answers must tie into the previous readings and concepts (Remember the fundamental concepts and the sociological imagination)
3. Support your statements by using the readings/lectures/films
4. Avoid “common sense” opinionated answers/statements
5. Use scholarly or sociological answers/statements
6. Refer back to the text to help you understand race and racism in the lectures

Use of Tape Recorders and/or Other Electronic Devices: You should feel free to tape record the lectures. My expectation is that taping will not be used as a substitute for being fully engaged in the presentation of the material, but you may find it to be helpful.

Other Electronic Devices: Cellphones, laptops, and/or tablets are strictly prohibited in class. Out of respect for the instructor and your classmates, please do not have these items out in plain sight. As it will create a disturbance and hinder the teaching and learning process. Any use of these electronics will result in an immediate removal from class and subsequently you will receive a **ten-point deduction off your final course grade**.

Attendance Policy: Class attendance is not taken, nor is it calculated as a factor in your final grade. You are, however, strongly encouraged to make attendance a high priority. The subject matter and lecture

¹ This excerpt is a quote by Romack, Jennifer L. 2015. “Enhancing Students Readiness to Learn.” The Teaching Professor. Pg 5.

content demand that you approach the course in a disciplined manner. If you miss a class, it is your responsibility to obtain lecture notes from another student. Please do not ask me to provide them. I do not distribute copies of my notes.

Email and Canvas Communication: I will place up-to-date information on the course via Canvas. Thus, any changes to the syllabus will be posted on Canvas, as well as handouts and grades. Additionally, Canvas contains the digital drop-box for the submission of your assignments. Outside of my office hours, the best way to contact me is through email. I typically respond to emails within 2 business days. **Your email must be written in a business-professional format in order to be answered or acknowledge.** Thus, it must include the following: salutation, introduction of self, academic inquiry, and closing. The salutation should always address me as Mr. Bailey.

Course Assignments & Evaluations:

1. **Reflections Papers:** You are required to submit 3 reading responses and 2 film responses during the course of the class: The first one will be due on or before **Friday, January 29th**. Afterwards, whatever day you choose to write a reflection response to is entirely up to you. These papers are to be 800 words that illustrate a critical and intellectual response to the readings and films - not opinion pieces or journal entries. You will need to complete the readings, examine what you found useful or problematic, and write a critical response. Thus, you will need to address the following: what you found useful and/or problematic, any misunderstandings/confusion, as well as, how the readings/films relate to your personal life. Additionally, you must address at least one discussion question at the end of the reading. Think of structuring this assignment as a very short essay - with a thesis, introduction, supporting material, and a conclusion. For any given day you choose to write, you are required to address all assigned readings for that day in your response. Reflection papers will be due by noon (via Canvas) on the same day of the reading. **No late assignments will be accepted.** Additionally, your reflection papers cannot cover the same topic as your current event discussion topics (see below). This component of your paper will be worth 15% of your final grade.
2. **Anonymous Peer Feedback on Reflections:** For this component, you are required to review and provide intellectual feedback on an anonymous classmate's reflection paper. **ALL REFLECTION PAPERS AND YOUR REVIEW WILL BE ANONYMOUS.** Thus, your review and feedback will also be anonymous to the author. Your feedback must critically address the author's reflection by incorporating the theories, concepts, and/or studies from the readings and class lectures. The feedback must be helpful, useful, cordial, professional, and sociologically sound. In other words, rude and contentious feedback is unacceptable. Such feedback will result in a grade of zero for the reviewer. You will submit an e-copy of your feedback via Canvas one week after the receiving the reflection paper. Additionally, all submissions must be turned in before class (via Canvas). **No late assignments will be accepted.** This component of your paper will be worth 15% of your final grade

Please see the rubric for these two assignments on Appendix A. Please note, all papers must be written in Microsoft Word, with the following text format:

- ✓ Double spaced
- ✓ 12-point font
- ✓ Times New Roman
- ✓ Page number at the bottom right
- ✓ Correct grammar, spelling, and punctuation (Go to the writing lab)

- ✓ **For this class 4 to 7 sentences equals one paragraph.
- ✓ **Direct quotes are **NOT** allowed.

Current Event Discussion Topics & Response: You are required to submit 2 current event responses throughout the semester. You may work on this assignment individually or with one additional person. If you choose to work with a partner, you and your partner must turn in separate and distinct responses. The current event can be selected from old (i.e. magazines, newspapers, television clips, etc...) or new media (i.e. YouTube, Facebook, Tweeter, etc...). Your selection can focus on whatever you are interested in (i.e. pop culture, politics, music, movies, etc...). However, you must type a response that analyzes your current event selection based upon the theories, concepts, and studies learned in class. You must show how your analysis is also supported by the day's reading(s). Remember, you may not cover a chapter/reading discussed in your reflection papers. In other words, your reflection papers and current event responses cannot share the same topic/reading. The response should be between 500 words. Additionally, your response must include two in-class discussion questions that connect your current event to the day's reading(s). These discussion questions are not to be used to meet your 500-word limit. This assignment will be due to me (via Canvas) by noon on that day. I will distribute a current event sign-up sheet. At that time, you will select your preferred topics for this assignment. I will randomly call on students to share their current event and response to the class. These students will also help me teach the day's lecture. Unexcused absences on your current event presentation day will result in a 50-point deduction on the paper. This assignment must be typed and will comprise 10% of your final grade. Please see the rubric for this assignment on Appendix B. Please note, all papers must be written in Microsoft Word, with the following text format:

- ✓ Double spaced
- ✓ 12-point font
- ✓ Times New Roman
- ✓ Page number at the bottom right
- ✓ Correct grammar, spelling, and punctuation (Go to the writing lab)
- ✓ **For this class 4 to 7 sentences equals one paragraph.
- ✓ **Direct quotes are **NOT** allowed.

Learning Checks: Learning checks are formal assessments that measure your comprehension and mastery of the material covered during the previous 2-3 weeks. Throughout the course, students will have a total of three learning checks. For this assignment, you will only have **30 minutes** to write a short in-class essay. You will answer one essay question. The topic will be given the day of the learning check. Your answer should be written like a literature review. Thus, it should include the following:

- A common theme between the readings
- Compare and contrast the readings
- The Pros and Cons of the readings
- Other question(s) you have that the readings did not adequately answer
- And explain the significance of your question(s).

I will supply blue books for the learning checks. Two FULL pages in the blue book is the average length for this assignment. Quality is critical. Please take note of the following:

- One 3x5 index card of notes (front and back)
- You may not leave the classroom and come back during an in-class essay.

- If you finish early, you may go outside and take a break.
- Double-spaced and written legibly in pen or pencil.
- Hard-to-read essays receive lower grades.
- To save paper you can use both sides of the Blue Book page.
- No electronic devices are allowed
- 10% of your final grade
- Missed essay = 0 points for that assignment.

Autoethnography (Sociological Autobiography) Project Paper: This is a major paper assignment. It will comprise 25% of your final grade. You will write a sociological biographic sketch of your life in 1500 words. Your paper must begin with a personal story that connects to the main topic in one of the chapters between Chapters 7-14 of the Golash-Boza (2015) textbook. Additionally, you will need to incorporate a minimum of six concepts from the assigned readings in the Desmond and Emirbayer (2010) textbook. Lastly, you will need to incorporate three concepts from the Canvas readings. Use relevant statistics on your city, town, county, or state with links to source data to put your personal story into context. Provide relevant statistics on US from chapter with links to book website. Remember that race is a social, historical, political/legal, and cultural construction. Thus, your paper must include these components in order to address how race influences your everyday life and the lives of others. Include an image at the beginning of your paper that conveys the ideas you want to put forth. Provide an explanation of the extent to which your personal story sheds light on a specific kind of racism: white privilege, structural, institutional, color-blind, etc. Lastly, end with a reflection on why the idea of racism persists, even though the laws no longer permit it. This paper will be due on 05/04/16 at 11:59pm. It must be typed and will comprise 30% of your final grade. Think of structuring this *as regular essay exam* - with a thesis, introduction, supporting material, and a conclusion. **More information will be given to you about this assignment (including a rubric)** will be discussed at a later date. Please note, this assignment must be written in Microsoft Word, with the following text format:

- ✓ Double spaced
- ✓ 12-point font
- ✓ Times New Roman
- ✓ Page number at the bottom right
- ✓ Correct grammar, spelling, and punctuation (Go to the writing lab)
- ✓ **For this class 4 to 7 sentences equals one paragraph.
- ✓ **Direct quotes are **NOT** allowed.

Pop Quizzes: Although I don't make attendance mandatory, I have noticed a correlation (a topic you will learn later this semester) between attendance and grade performance. More specifically, I have noticed that most of the students who do poorly in this class also do not attend class regularly. While I do understand that many students hate the idea of pop quizzes, I use them to reward and encourage regular attendance and class participation. I will assume that you have read the material before class and are willing and able to communicate your ideas and inquiries during our class discussions. Your class contributions could range from questions about the readings, personal examples related to the topic of discussion, and/or epiphanies you had about the topic of discussion. I will give no more than FOUR (4) pop quizzes throughout the semester. The quizzes are such that if you have done the assigned reading or paid attention in class you should get full credit. The credits for these quizzes are based on a pass [70 or higher] (symbolized as a "check") or fail [below 70] (symbolized as a "check minus") grade. For every quiz you fail, ten (10) points will be deducted from the raw score associated with the Current Event Discussion assignment. **Please note: If I hand out the quiz at the beginning of class, those who are late to class miss the quiz. No exceptions.**

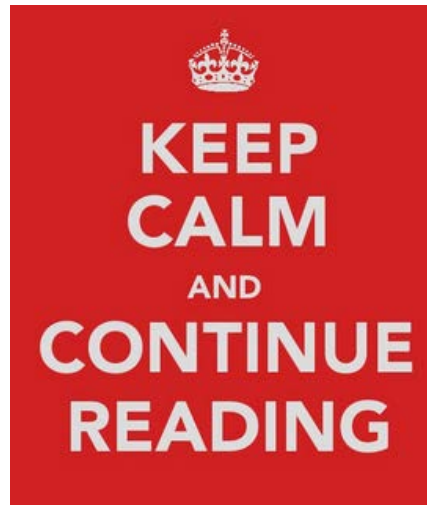
Tests: There will be two (2) exams given during the semester. The tests will be conducted online via Canvas. The time you have to complete the test will be contingent upon a number of factors such as number of, and type of, examine questions. **The test will be open from 4pm to 8pm on the scheduled test day.** If you miss this access period, you will not be able to make up the exam. Therefore, you will receive a grade of zero for the missed exam. Each test is semi-comprehensive in nature. Thus, you must understand and know how to apply what you learned from previous readings to forthcoming readings/exams. Tests will consist of multiple-choice, true and false, fill-in-the-blank, short answer and/or essay questions. For the short answer questions, you must write a minimum of four sentences. For the essay questions, you must write a minimum of 600 words. Answers must be in your own words. Any sign of plagiarism will result in a grade of **zero**. Additionally, answers will not be given to you after the exam has been completed. If you would like to review your graded exam, please schedule an appointment to see me. Exams will comprise 25% of your final grade. Please note: **There are no provisions for extra credit.**

Makeup Test Policy: Make-up exams are NOT allowed. **However, if you are justifiably unable to take an exam, you may take a makeup test(s) on the date makeup tests are administered (see calendar).** A justifiable excuse is one that accompanies an official/legitimate medical, legal, or academic document. Any other excuse will be at my discretion. Contingent upon the capabilities of Canvas, make-up exams will be administrated online. If administrating make-up examines prove not to be conducive for Canvas, makeup examines will be administered in a hard-copy format. Thus, you will take any applicable makeup examine (hard-copy) in the room where we regularly meet. You should note that the expression *makeup test* only refers to a test being taken because you were not present when the test was originally scheduled. The expression *makeup test* **does not** mean a test taken in an effort to substitute a better grade for a grade on a previous test. You are not allowed to substitute one test grade for another by taking a makeup test. Please **do not** request any exceptions to this policy.

Grading Policies: Course grades will be based upon the averages of your reflection papers, current event discussions, autoethnography, and tests. Thus, your average grade for your reflection papers and anonymous peer feedback will each be worth 15% of your final grade. Current event discussion topics and responses are worth 10%. Learning checks are also worth 10%. Tests are worth 25%. Your autoethnography (sociological autobiography) is worth 25%. Please note: all grades will be posted on Canvas. These percentages have already been incorporated into the Canvas grading system. Therefore, please do not ask me to calculate your grade. Remember, pop quizzes are deduction points. These points will be deducted from the raw score associated with the current event discussion assignment. **Again: There are no provisions for extra credit.**

Graded Elements	Percentage of Grade
Reflection Papers	15%
Anonymous Peer Feedback	15%
Current Event Discussion Topics	10%
Learning Checks	10%
Tests	25%
Autoethnography	25%

Average Score	Letter Grade
100 – 90	A
89 – 80	B
79 – 70	C
69 – 60	D
59 – 0	F



Students Having Special Needs/Disabilities: If you have any special needs/disabilities which require that you request some type of accommodation(s) for the successful completion of this course, you must notify the Office of Disability Services as soon as possible. Failure to notify the Office of Disability Services in a timely manner could, at best, result in a delay in the approval of the accommodation(s). **By timely manner, I mean within the first three days of class.**

Policy on I/W Grades: A grade of I (Incomplete) will only be issued in extraordinary circumstances, and any requests for such will be evaluated on a case-by-case basis. Should you drop the course within the time frame that the university establishes, you will receive a grade of W. If you want to drop the course, you do not have to consult with me. The only requirement is that you drop the course before the university deadline to drop.

Other Items to Consider: Every effort will be made to adhere to the course schedule reflected in this syllabus. You should take note, however, that the schedule could be altered. Any changes in the schedule will be announced in class and via Canvas. It is your responsibility to keep apprised of any changes.

Handouts such as this syllabus, class policies, optional work problems, etc. will be distributed throughout the semester. It is your responsibility to get the hand-outs at the time they are distributed or as soon as possible thereafter. In the event that you miss a class, you should contact me to obtain copies of any hand-outs that may have been distributed. Finally, a sheet titled *Rules for the Road* is attached as part of this syllabus. It outlines other class policies. Please read it carefully. It covers a variety of important topics — how best to contact me, class conduct, etc.

The policies set forth in this syllabus, along with the *Rules for the Road* document, apply equally to all students. **Please do not ask for an exception to any policy that could directly or indirectly relate to your final course grade.** For example, please do not ask to submit an extra-credit project of some sort. Similarly, please do not ask for permission to take a test even though someone else has already completed the test and has exited the room. It is imperative that all students be given the same opportunities along the road to a final course grade. This *no exceptions* approach is in place for the benefit of all students; it works to ensure that all students are evaluated on the same basis.

Every effort will be made to adhere to the schedule as outlined on the course calendar, even though it is common to get a day ahead or behind with respect to specific lecture material. Although it is highly unlikely, unforeseen circumstances could result in a change in the test schedule. Whenever you are absent — even if only for one class period — you should check with your classmates to see if there has been any announced change in the schedule.

I strongly recommend that you read the reading assignment at least once in advance of the date that the topic is to be covered in lecture. You may find the material to be more comprehensible after you have heard the lecture on a topic, but I still encourage you to read the assigned reading in advance. Additionally, you may want to read the assigned material a second time — in other words, once more after the lecture.

~ SEE NEXT PAGE FOR COURSE CALENDAR ~

Day	Date	Topic	Reading
Wednesday	1/13	INTRODUCTION	Film
Wednesday	1/13	INTRODUCTION	Film
Wednesday	1/20	RACE IN THE 21 ST CENTURY	Desmond&Emirbayer Ch1
Wednesday	1/20	THE INVENTION OF RACE	Desmond&Emirbayer Ch2
Wednesday	1/27	THE HISTORY OF RACE	Golash-Boza Ch1
Wednesday	1/27	THE HISTORY OF RACE PT 2	Golash-Boza Ch2
Wednesday	2/03	RACIAL IDEOLOGY	Golash-Boza Ch3
Wednesday	2/03	POLITICS	Desmond&Emirbayer Ch3
Wednesday	2/03	LEARNING CHECK I	
Wednesday	2/10	MEDIA	Golash-Boza Ch4
Wednesday	2/10	COLORISM	Golash-Boza Ch5
Wednesday	2/10	WHITENESS AND WHITE PRIVILEGE	Golash-Boza Ch6
Wednesday	2/17	PRIVILEGE	Canvas
Wednesday	2/17	THEORY	Golash-Boza Ch7
Wednesday	2/17	<i>DIRECTIONS FOR AUTOETHNOGRAPHY</i>	Canvas
Wednesday	2/24	EXAM I	
Wednesday	3/02	ECONOMICS	Desmond&Emirbayer Ch4
Wednesday	3/02	LABOR MARKET	Golash-Boza Ch9
Wednesday	3/02	HOUSING PT1	Desmond&Emirbayer Ch5
Wednesday	3/02	HOUSING PT2	Golash-Boza Ch10
Wednesday	3/09	EDUCATION	Golash-Boza Ch8
Wednesday	3/09	CRIME & PUNISHMENT	Desmond&Emirbayer Ch6
Wednesday	3/09	PRISON	Golash-Boza Ch11
Wednesday	3/09	HEALTH	Golash-Boza Ch12
Wednesday	3/16	SPRING BREAK	
Wednesday	3/23	LEARNING CHECK II	
Wednesday	3/23	IMMIGRATION	Golash-Boza Ch13

Wednesday	3/23	LATINOS	Canvas
Wednesday	3/23	RACIALIZATION OF MUSLIMS	Canvas
Wednesday	3/30	AESTHETICS	Desmond&Emirbayer Ch8
Wednesday	3/30	ASSOCIATIONS	Desmond&Emirbayer Ch9
Wednesday	3/30	INTIMATE LIFE	Desmond&Emirbayer Ch10
Wednesday	4/06	MY BODY, MY CLOSET...	Canvas
Wednesday	4/06	THE PRIVILEGE OF COMING OUT...	Canvas
Wednesday	4/06	BEYOND THE CLOSET	Canvas
Wednesday	4/13	LEARNING CHECK III	
Wednesday	4/13	TOWARD RACIAL JUSTICE	Desmond&Emirbayer Ch11
Wednesday	4/13	RACIAL JUSTICE	Golash-Boza Ch14
Wednesday	4/20	GLOBALIZATION AND RACE	Canvas
Wednesday	4/20	RACE AROUND THE WORLD	Golash-Boza Ch15
Wednesday	4/27	EXAM II	
Wednesday	05/04	AUTOETHNOGRAPHY (SOCIOLOGICAL AUTOBIOGRAPHY) DUE BY 11:59PM ---MAKEUP EXAM DAY	

***THIS IS A TENTATIVE SCHEDULE. Please check Canvas for any announcements regarding changes to the syllabus.

Rules of the Road

Listed below are some Rules of the Road for this class. Please read them carefully and treat them as stated policies. The class can be demanding, and many of the policies relate to an effort to create the proper class atmosphere for all the students who are enrolled. Your adherence to all the policies is expected.

1. Please make every effort to arrive on time. I will also make every effort to arrive on time.
2. Make certain that you have an activated university e-mail account. Test grades will be posted on Canvas, but your grades will not be posted by the system if you don't have an activated account. Also, any e-mail messages that I might send related to the class would be sent did not have an activated university e-mail account. Even if you conduct most of your e-mail communication via a commercial provider, you should make it a habit to check your university e-mail account on a regular basis.
3. If you know that you will have to leave class early, please take a seat as close to the door as possible. The collection of materials (backpacks, notebooks, text books, etc.) can be disruptive, so a quick, quiet exit is requested.
4. Please refrain from communicating with your classmates in any way (talking, gesturing, etc.). It is imperative that the classroom be free of extraneous noise during the lecture/discussion. Each student has a right to an unimpeded flow of information during the class session. The slightest amount of extraneous communication can easily undermine the process. You should feel free to exit the classroom anytime (other than during a test or the final exam) that you have a desire to engage in extraneous communication. In fact, I would much prefer that you do just that. If you engage in extraneous communication during the class session, I will probably ask you to leave the classroom.
5. Questions are encouraged during lecture, and all students should feel free to ask questions at any point. You are expected to extend courtesy to those who might ask questions — the courtesy of not making comments about others' questions or showing signs of displeasure.
6. If you need to contact me, let me urge you to use e-mail, as opposed to a phone call. I typically monitor my e-mail on a fairly constant basis (even during the evening hours and on weekends) and am far more likely to respond quickly to an e-mail (as opposed to a phone call).
7. You should always feel free to come by my office anytime during my posted office hours or anytime that my office door is open. If I am tied up with another appointment or otherwise preoccupied, I will be glad to work with you to set a specific time for a visit (including times apart from my posted office hours).

Academic Dishonesty & Disruption Of Academic Process: Students attending USF are awarded degrees in recognition of successful completion of coursework in their chosen fields of study. Each individual is expected to earn his/her degree on the basis of personal effort. Consequently, any form of cheating on examinations or plagiarism on assigned papers constitutes unacceptable deceit and dishonesty. Disruption of the classroom or teaching environment is also unacceptable. This cannot be tolerated in the University community and will be punishable, according to the seriousness of the offense, in conformity with this rule.

Plagiarism: Plagiarism is defined as “literary theft” and consists of the unattributed quotation of the exact words of a published text, or the unattributed borrowing of original ideas by paraphrase from a published text. On written papers for which the student employs information gathered from books, articles, web sites, or oral sources, each direct quotation, as well as ideas and facts that are not generally known to the public at large, or the form, structure, or style of a secondary source must be attributed to its author by means of the appropriate citation procedure. Only widely known facts and first-hand thoughts and observations original to the student do not require citations. Citations may be made in footnotes or within the body of the text. Plagiarism also consists of passing off as one’s own segments or the total of another person’s work.

Cheating: Cheating is defined as follows: (a) the unauthorized granting or receiving of aid during the prescribed period of a course-graded exercise: students may not consult written materials such as notes or books, may not look at the paper of another student, nor consult orally with any other student taking the same test; (b) asking another person to take an examination in his/her place; (c) taking an examination for or in place of another student; (d) stealing visual concepts, such as drawings, sketches, diagrams, musical programs and scores, graphs, maps, etc., and presenting them as one’s own; (e) stealing, borrowing, buying, or disseminating tests, answer keys or other examination material except as officially authorized, research papers, creative papers, speeches, etc. (f) Stealing or copying of computer programs and presenting them as one’s own. Such stealing includes the use of another student’s program, as obtained from the magnetic media or interactive terminals or from cards, print-out paper, etc.

PUNISHMENT GUIDELINES FOR ACADEMIC DISHONESTY: Punishments for academic dishonesty will depend on the seriousness of the offense and may include receipt of an “F” or “Zero” on the subject paper, lab report, etc., an “F” in the course, suspension or expulsion from the University. The University drop and forgiveness policies shall be revoked for a student accused of academic dishonesty. The internal transcript of a student who is awarded an “F” for academic dishonesty will read “FF.” Notice that a student has been dismissed for reasons of academic dishonesty may be reflected on the student’s transcript.

- a. For observation of or exchanging test information with other students during the course of a classroom test, the students who receive or give such information may receive an “F” with a numerical value of zero on the test, and the “F” shall be used to determine the final course grade. It is the option of the instructor to fail the student in the course.
- b. For the use of any prohibited device, such as a cheat sheet, recording, calculator if forbidden on exam, etc., during the course of a classroom test to assist the student or other students, the student using such prohibited device may receive an “F” in the course.
- c. For the use of another student, a stand-in, to take an examination for the enrolled student, it is suggested that the enrolled student receive an “F” in the course and be suspended from school for one year and that the stand-in, if a University student, be suspended from school for one year.
- d. For stealing, borrowing, or buying of research papers, creative works, speeches or tests and other exam materials, or the dissemination of such materials, or the manipulation of recorded grades in a grade book or other class records, the student, if enrolled in the course, may receive an “F” in the course and may be expelled from the University.
- e. It is suggested that students who receive or give stolen computer programs receive an “F” with a numerical value of zero on the program or programs, and the “F” be used to determine the final course grade. It is the option of the instructor to fail the student in the course.

Appendix A - Grading Rubric

Please use this rubric in conjunction with the detailed information aforementioned (see pgs.7-8).

Paper Format (Short-Essay)

45pts

-
- Introduction Paragraph
 - Thesis Statement (Your argument)
 - Body
 - **For this class 4 to 7 sentences equals one paragraph.
 - ***Direct quotes are NOT allowed
 - Conclusion
 - Summary of Analysis paragraph
 - Text
 - Double spaced, 12-point, Times New Roman Font
 - Page number at the bottom right
 - Length
 - At least 800 words
-

Grammar, spelling, and punctuation (Go to the writing lab if needed)
will give 3 freebies)

5pts --- (I

Sociological Substance (Does the paper exhibit the following)

50pts

-
- A well thought out Sociological Analysis/ The Sociological Imagination (See handout on Canvas)
 - Usage of key concepts

*Major points will be deducted for “common sense” assumptions, beliefs, or explanations of the selected article **(-15 pts)**. Remember these are assumptions unfounded or disproven by the scientific method. *To avoid making these assumptions, pose them as potential research questions.*

*** You are required to upload your reflection papers via Canvas.

***Please do NOT do the following:

- Put your name in the paper
- Save your paper with your first and/or your last name (i.e. JBaileyRRP1 or JBaileyRRP2).

*However, feel free to save your paper as "RRP1...RRP2...RFP1..." with your random assigned number.

Please complete the assignment and then complete an anonymous peer review reflection paper *via Canvas* (which will be due within a week from receipt). Also, you must provide at **least 100 words** of substantive feedback on your peer review.

Please note: Your Turnitin score must be **5% or less**.

Additionally, you may put a *creative title* at the top-center of the paper. The creative title should describe your thesis statement (This can be a funny catch phrase like “What’s Love Got To Do With It.”)

Lastly, remember to submit the paper on time via Canvas (ONLY). **Late assignments will not be accepted.**

As you review and provide feedback on your peer's paper, pay close attention to the following (100pts):

1. Does the author show their comprehension of the social construction of race (and/or ethnicity, nationality, citizenship)? Do they apply it to everyday social and historical circumstances? **[Yes or No, explain and provide helpful suggestions]**
2. Does the author interrogate general assumptions underlying concepts of race and ethnicity through their sociological imagination? **[Yes or No, explain and provide helpful suggestions]**
3. Does the author differentiate discussions of race and ethnicity across institutional, global and individual contexts? **[Yes or No, explain and provide helpful suggestions]**
4. Does the author locate and discuss how their individual social position, power and privilege (and/or disadvantaged) operate within debates over race and ethnicity? **[Yes or No, explain and provide helpful suggestions]**

Does the author address these questions?

"How does this information affect my life? How does it help me better to understand my innermost thoughts, relationships, family, and college experience? **[Yes or No, explain and provide helpful suggestions]**

Does the author demonstrate a sociological imagination?

Remember: The sociological imagination allows its possessor to discover larger forces at work in the smallest of social scenarios-in one's home life, one's romantic adventures, even in one's innermost thoughts; thus, it unearths "the social at the heart of the individual, the impersonal beneath the intimate, the universal buried deep within the most particular." As a result, individuals who think with the sociological imagination can perceive how their choices, and the choices of others, are constrained and enabled by social structures and processes. Once this is accomplished, they can transform personal problems into public issues. Crucial to developing a keen sociological imagination are: *Reflexivity, Relationality, and Reconstruction* (see handout on Canvas for more details)...

Perhaps the single most dangerous threat to developing a sociological imagination is our failure to put aside our self-centeredness. It is a perplexing and powerful truth that to fully understand ourselves we must get over ourselves.

From the readings and/or films, help the author....not only to facilitate self-examination but also to understand the histories, experiences, and sufferings of ethnic or racial groups other than their own

Via Canvas, you must provide at **least 200 words of substantive feedback, as suggested by the statements above.

Appendix B - Grading Rubric

Please use this rubric in conjunction with the detailed information aforementioned (see pg. 8).

Paper Format (Short-Essay)

30pts

-
- Introduction Paragraph
 - Thesis Statement (Your argument)
 - Body
 - **For this class 4 to 7 sentences equals one paragraph.
 - ***Direct quotes are NOT allowed
 - Conclusion
 - Summary of Analysis paragraph
 - Text
 - Double spaced, 12-point, Times New Roman Font
 - Page number at the bottom right
 - Length
 - At least 500 words
-

Grammar, spelling, and punctuation (Go to the writing lab if needed)
will give 3 freebies)

5pts --- (I

Sociological Substance (Does the paper exhibit the following)

65pts

-
- A well thought out Sociological Analysis/ The Sociological Imagination (See handout on Canvas)
 - Usage of key concepts

*Major points will be deducted for “common sense” assumptions, beliefs, or explanations of the selected article (-15 pts). Remember these are assumptions unfounded or disproven by the scientific method. *To avoid making these assumptions, pose them as potential research questions.*

***You are required to upload your current event papers via Canvas.

Please note: Your Turnitin score must be **5% or less**.

Additionally, you may put a *creative title* at the top-center of the paper. The creative title should describe your thesis statement (This can be a funny catch phrase like “What’s Love Got To Do With It.”)

Lastly, remember to submit the paper on time via Canvas (ONLY). **Late assignments will not be accepted.**