

Minority Groups SOC 365

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Spring 2017
March 28 - June 2
Farrell Hall 101
Tuesday & Thursday
3:00 - 4:40 p.m.
5 units

COURSE INFORMATION

COURSE DESCRIPTION

Welcome to the study of Minority Groups. Societies are inundated with images, expectations, and meanings attached to people who hold particular social statuses across race, ethnicity, gender, sexuality, gender identity, and ability. This course explores the experiences of marginalized groups, in particular, including their historical development and contemporary conditions and issues.

Catalog Description

Study of the social formation of minority groups in American society, their historical development, current conditions, and issues.

Schedule

This is a 5-unit course, where each unit includes 50 minutes of class time. Because the course is arranged according to block scheduling, the first 200 minutes are spent across two class periods during the week, while the final 50 minutes are spent outside of class and require work on specific course-related assignments.

COURSE OBJECTIVES

By the end of this course, students should be able to demonstrate an understanding of the core elements of the sociological study of minority groups, including:

- Foundational concepts and terms related to the study of minority groups
- Theoretical approaches to understanding minority groups
- Current research on minority group experiences and relations
- Structural and institutional influences on minority group experiences
- Policies, laws, and cultural norms that shape minority group experiences
- Patterns of inequality, historically and today

Learning Outcomes and Assessments

Learning Outcome

Identify and describe various theoretical perspectives regarding minority groups and minority group relations.

Assessment

Students take written in-class exams demonstrating recognition of and ability to discuss basic sociological concepts and theories related to the study of minority groups.

Demonstrate knowledge about historical and current conditions as experienced by specific minority groups.

Demonstrate knowledge about the structural and institutional forces that shape opportunities, resources, rewards, and power for specific minority groups, both historically and presently.

Identify and assess policies, laws, and cultural norms that perpetuate historical and/or current conditions for specific minority groups, as well as potential and actual changes and consequences.

Students participate in class discussions and activities and complete written assignments that explore both historical and present conditions.

Students participate in class discussions and activities and complete written assignments that explore structural and institutional forces.

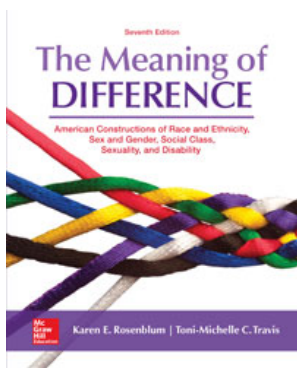
Students participate in class discussions and activities and complete written assignments that explore policies, laws, and cultural norms, as well as potential and actual changes to these.

COURSE REQUIREMENTS

REQUIRED READING

Reading course materials is vital for success. You are responsible for thoroughly reading the assigned materials, integrating the information into assignments and discussions, and studying the materials in preparation for exams. Taking notes on readings is highly recommended. Your notes will help to remind you of important points and allow you to locate information quickly. **Note:** During class, we will not discuss everything you read, and we will cover material during class that is not represented in the readings.

The required textbook for this course is:



Author	Karen E. Rosenblum, Toni-Michelle C. Travis
Title	The Meaning of Difference: American Constructions of Race, Sex and Gender, Social Class, Sexual Orientation, and Disability
Edition	7th
Year	2016
ISBN	0078027020
Publisher	McGraw-Hill

NOTE-TAKING

Students are expected to take notes on all class lectures, discussions, activities, readings, and videos. All information encountered in the course, in any form, may be represented on any form of evaluation. Students benefit by developing a thorough understanding of each topic and by incorporating detailed information into any discussion. Your goal is to be able to discuss topics in the most informed and developed ways possible.

ATTENDANCE and PARTICIPATION

Regular attendance and participation greatly enhance student performance. Students who attend class more regularly, and who participate in class activities and discussions, perform much better on assignments and exams than students who attend and participate less frequently.

ASSIGNMENTS

Reflections

Throughout the course, students participate in reflection writing. The specific kind of reflection assignment will vary. For example, some reflections may involve exploring a website, reading a chapter or article that we do not formally cover in class, or other activities. All reflections involve a written component in addition to any specific materials that are assigned.

Guidelines for reflections will be posted in Canvas. **Note:** Reflection due dates are not listed on the official course schedule. Due dates will be listed in the assignment guidelines. Reflections must be completed and submitted in Canvas by 11:59 p.m. on the specified due date. Late reflections are accepted but penalized by 25% on the earned grade. Late reflections must be submitted within two weeks of the original due date in order to earn credit; beyond two weeks, no credit can be earned.

Additionally, in-class written submissions may be collected in order to gauge understanding/questions and award credit for class participation. This work may include both an in-class and out-of-class component but will be submitted in-person, during a class session. In-class reflections are graded as part of the reflection category of assignments.

Video Reflections

Video reflections require watching and reflecting via writing on the content of a documentary or film that relates to the course content, minority groups, broadly defined. Students choose two video resources (documentaries or films) that focus on the contemporary and/or historical experiences of people who occupy a minority group position in society (or multiple, intersecting positions). Minority group social positions might include, for example, the experiences of racial minorities, women, LGBTQ+ persons, disabled persons, etc. Videos may be found in the Library collection or from an outside source (e.g., Netflix, Hulu). If you are unsure whether a particular video source is an appropriate choice, please ask.

Guidelines for reflections will be posted in Canvas. **Note:** Reflection due dates are not listed on the official course schedule. Due dates will be listed in the assignment guidelines. Reflections must be completed and submitted in Canvas by 11:59 p.m. on the specified due date. Late reflections are accepted but penalized by 25% on the earned grade. Late reflections must be submitted within two weeks of the original due date in order to earn credit; beyond two weeks, no credit can be earned.

Influential People papers

Minority group members experience marginalization/disadvantage during their lifetimes. Additionally, the important societal contributions of people who are marginalized tend to be downplayed or discounted historically. For each minority group addressed in the course, students will select and write about one important person who A) belongs to one or more marginalized groups, and B) made important societal contributions that are historically important but often invisible.

Guidelines for papers will be posted in Canvas. **Note:** Paper due dates are not listed on the official course schedule. Due dates will be listed in the assignment guidelines. Papers must be completed and submitted in Canvas by 11:59 p.m. on the specified due date. Late papers are accepted but penalized by 25% on the earned grade. Late papers must be submitted within two weeks of the original due date in order to earn credit; beyond two weeks, no credit can be earned.

EXAMS

Exams are designed to help you demonstrate that you have carefully studied course materials and are able to answer questions concerning their content. Exams are not cumulative in terms of specific questions being repeated on more than one exam. However, the course materials build on each other. Thus, information that you learn early on will be necessary for understanding information that you learn later. Learning is cumulative.

Exam questions include standard types of questions (e.g., multiple choice, true/false, short answer, essay). Readings and notes are not permitted as references.

Exams must be taken on the scheduled day, in class, except when a student provides documentation for a legitimate absence. Students should make every effort not to miss a scheduled exam for reasons outside of legitimate absences. A student who does miss an exam for an undocumented reason may reschedule the exam as a one-time courtesy with a 25% reduction on the earned grade. Students who miss more than one exam due to an undocumented reason may not make up subsequently missed exams. Exams that are missed for any reason must be taken within one week of the original exam date. Your professor will not contact students about missed exams. It is the student's responsibility to contact your professor about any missed or excused exam and to schedule an alternative date/time during which to take the exam. **Note:** Make-up exams may or may not include the same questions as regularly scheduled exams.

Reviewing Exam Performance

Exams are reviewed and discussed during class or available in the main sociology office when necessary (pending announcement of the latter).

Final Exam

The final exam consists of a take-home reading and writing assignment. The assignment requires students to complete specific readings and discuss a series of prompts in the context of a formal writing submission. Guidelines will be available in Canvas on the first day of final exams week. The assignment must be completed and submitted in Canvas by 11:59 p.m. on the last scheduled day of final exams week.

CANVAS

Canvas is required for this course. You will use this online resource to access the syllabus (and any updated schedules), announcements, readings, handouts, assignments, grades, and to submit work (<https://canvas.cwu.edu>). Students are expected to check Canvas on a daily basis in order to remain apprised of announcements, due dates, and other important information. Please review the information available at <http://www.cwu.edu/online-learning> > Online Student Support, in order to familiarize yourself with Canvas.

If you experience an issue with Canvas that potentially hinders your ability to complete work (e.g., online quiz) by the listed due date, contact your instructor immediately via email and describe the issue(s). If you are unable to submit an assignment via Canvas, or are unsure about whether a submission was successful, email your professor with a copy of your assignment as a back-up. Students who do not successfully submit work via Canvas, and who fail to send a copy via email, will not be granted leniency; the submission will not be counted and/or will be considered late (if re-submitted later).

If you experience ongoing problems with Canvas, please use any of the following technical support resources to find a solution.

Canvas Technical Support 24/7

- Toll Free Support Line: (877) 399-8897
- Email Canvas Support: support@instructure.com
- Finding Help with Canvas:
 - <http://www.cwu.edu/online-learning/canvas-help-and-support-students>
 - <http://www.cwu.edu/online-learning/finding-help-canvas-0>

GRADING

Grades can be accessed by logging in to Canvas and clicking Grades in the navigation.

Grading Scale

Letter Grade	Percentage Range	GPA Credit	Transcript Explanation	Definition of letter grade / Policy statement
A A-	93-100% 90-92%	4.0 3.7	Excellent	Meets all objectives of the course and fulfills all requirements; performs at a level that reflects excellence
B+ B B-	87-89% 83-86% 80-82%	3.3 3.0 2.7	Good	Meets all objectives of the course and fulfills all requirements; performs at a high level
C+ C C-	77-79% 73-76% 70-72%	2.3 2.0 1.7	Satisfactory	Meets all objectives of the course and fulfills all requirements; performs at a satisfactory level
D+ D D-	67-69% 63-66% 60-62%	1.3 1.0 0.7	Marginal Pass	Makes progress toward meeting the course objectives; fulfills course requirements at a substandard level
F	0-59%	0	Failure	Fails to meet the course objectives; does not fulfill course requirements

Grade Breakdown

	<u>Percent</u>
Reflections (4 total)	20%
Video reflections (2 total)	10%
Influential People papers (4 total)	30%
Exams (2 total)	30%
Final Exam take-home assignment	10%
TOTAL	100%

COURSE POLICIES

SYLLABUS

Remaining enrolled in this course indicates consent to the guidelines, policies, and requirements outlined in this syllabus. Periodic changes to the course schedule may be necessary. Students will be given sufficient notice of such changes. Students are responsible for following any current or revised schedules. Learning is flexible, and so is our academic itinerary.

ABSENCES and MAKE-UP WORK

Students who miss a class session should make arrangements with a classmate to get lecture/discussion notes from a colleague. Your professor will not provide notes to students except under rare circumstances when absences are prolonged due to an extreme circumstance *and* appropriate documentation is provided or the student has maintained regular communication with your professor about the circumstances. Students who miss class should ask your professor for copies of any handouts or worksheets.

There is **no make-up work** unless an absence reflects a legitimate reason (see below) and you provide documentation for the absence(s). You **must** either 1) contact me *before* the scheduled due date with documentation of the reason that will prohibit you from completing the work by or on the scheduled due-date, or 2) provide documentation of the extreme circumstances that prohibited you from completing the work by or on the scheduled due-date.

If you know in advance that you will need to miss work that has an associated due date, contact me at least one week in advance to provide documentation and to schedule a time to turn in the work. If you miss coursework unexpectedly, you must contact me within **one week** explaining the reason for the absence, providing documentation or stating your intention to do so, and making arrangements for how/when the work will be made up. Failure to make this contact within one week (barring extreme circumstances) will forfeit any associated grade points.

Legitimate reasons for missing due dates for coursework **only** include extreme illness, injury, surgery, hospitalization, death of someone close to you, accidents, other unpreventable and unpredictable rare events, disability-related concerns, military service, court appearances, religious observance, or participation in university-approved activities. You **must** have written documentation for all absences for which you wish to be able to make up work (e.g., medical release form, funeral program, court document, etc.). **Do not** ask to be excused or to make up work for coursework that you miss due to

vacations, “personal days,” missing your alarm, getting lost, or any other reason. You cannot make up work for (potential) full credit in these cases.

LATE ARRIVAL and EARLY RELEASE

A student who needs to arrive to class late or leave a class session early must inform the professor in advance of the class session about the circumstances that require late arrival or early release. Late arrivals and early releases should be rare occurrences. Students who need to leave class abruptly due to an emergency (e.g., severe illness) should contact the professor following the class session (via email or phone) to explain the emergency. Any student who routinely (i.e., more than once) arrives late or leaves early without discussion and permission will, at the professor’s discretion, be subject to an automatic 5% reduction to their final course grade.

CLASSROOM ETIQUETTE

In order to foster an environment that maximizes learning and prioritizes basic respect for others, students are required to uphold the following codes and practices:

- The Student Conduct Code in its entirety.
 - <http://apps.leg.wa.gov/wac/default.aspx?cite=106-125>
 - https://www.cwu.edu/trustees/sites/cts.cwu.edu.trustees/files/OTS-7344.2_1.pdf
- Treat the course and all classroom participants with courtesy and respect.
 - Abstain from the following:
 - Dominating conversations. Make space for others to contribute.
 - Derogatory or sarcastic comments or devaluation aimed at others (students, professor, guests) in any way or form
 - Derogatory or sarcastic comments or devaluation of the course, class structure, and other course-related components in any way or form
 - Interruptions during class activities, discussions, lecture, videos, or any other component of the class
 - Interruptions include the following:
 - talking or making noise while others are speaking; during a class-wide discussion or activity; during a lecture; during a video; during any other component of class
 - reading during class
 - working on assignments for other classes
 - using electronic devices for purposes that are unrelated to taking notes
 - other rude, disparaging, or harassing behaviors as interpreted by other students and/or your professor
- Focus primarily on course-related activities and discussions during class.
- Mute volumes on cell phones and other devices.

Students who fail to practice appropriate classroom etiquette will face disciplinary action at the professor’s discretion. The first violation is subject to a verbal or written warning directed to the student. In the event of a second violation (or a severe first violation), any of the following actions (in isolation or in combination) are taken at the professor’s discretion:

- 1) An official university report is filed.
- 2) The student is asked to leave the classroom (or is removed by authorities). Students who are removed from the class are not permitted to return to any future class sessions until they meet with the professor and/or chair of the department and/or a representative from Student Success, at the professor's discretion. During the period of removal from the classroom, the student is not welcome to attend class sessions and forfeits any associated grade points that might otherwise have been earned during the period of removal from the classroom.
- 3) The student is officially dropped from the course.
- 4) The student is subject to university-authorized disciplinary measures, including probation, suspension, or expulsion.

COMMUNICATION ETIQUETTE

Students may use their official CWU email account to correspond with the professor about course-related questions. Email messages from non-CWU accounts will not be addressed. Please abide by the following guidelines when using email to correspond about a course:

- Identify your full name and the course in which you are enrolled.
- Allow at least 24 hours for a response during the week.
 - During weekends, I am often able to provide a response; in the event that I am unable, you will receive a response on the next day on which the university is open. Do not necessarily expect responses during holidays; I will provide responses as I am able.

If your question is easily answered by information contained in the syllabus, I will refer you to the syllabus.

When communicating with any college/university instructors, the proper title is "Professor." You may also refer to me as "Dr." Please do not use titles such as Ms., Miss, or Mrs. My last name is pronounced *Sam-bluh-nay*.

Please exhibit courtesy and respect when interacting and communicating with everyone who is a member of the CWU campus (as well as people in all social situations and contexts outside of CWU).

DEVICES

Students are not permitted to use cell phones* or recording devices/programs** during class (in order to maintain confidential group discussions about course topics). Computers and tablets may be used for note-taking purposes only. Devices that are abused (i.e., used for non-class reasons during class) will be prohibited in the future on an individual basis at your professor's discretion.

* Phones may not be used for talking, texting, accessing the Internet, etc.

** Students with approval from Student Disability Services may use recording and other devices as part of accessibility accommodations. Please inform your professor of any accommodations in advance. Recordings created as part of an accommodation may only be used by the individual student and may not be shared or distributed in any way.

GRADE BOOK

Students must retain all written and printed work (including the original computer document/file) throughout the quarter. In the rare event that a grade for completed work is not saved in the Canvas grade book, a student must be able to produce the physical copy of the work in order to receive credit. For printed (typed) work, the physical copy must include your professor's original written feedback; re-printed copies will not be accepted. For online submissions, the computer document/file must be provided.

UNIVERSITY CLOSINGS and CLASS CANCELLATIONS

Class sessions may occasionally need to be cancelled due to official university closings, professional activities (e.g., conference attendance), or other reasons as determined by your professor or the university.

Class cancellations by your professor

In the event that your professor should need to cancel a class session, students will be notified accordingly. For advance-notice cancellations, an announcement will be posted in Canvas. For last minute cancellations, a sign will be posted outside of the classroom. Class cancellations waive any responsibilities of students for in-class work and in-class submissions of work for the cancelled class session. However, class cancellations do not waive work that is due via Canvas; students should submit online work by the listed due date, even if the class session is cancelled.

Class cancellations due to university closings

Class sessions that are cancelled due to official university closings waive all student responsibilities for in-class work, in-class submissions of work, and all online work that is due through Canvas. Due dates will automatically be shifted to the next day that the university is open.

Office hour cancellations

In the event that a class session is cancelled for any reason, office hours are also cancelled.

UNIVERSITY POLICIES

REGISTRATION

University policy requires all students to be officially registered in each class they are attending. Students who are not officially registered for a course by published deadlines should not be attending classes and will not receive credit or a grade for the course. For information about registration and withdrawal dates, access the Academic Calendar (<https://www.cwu.edu/registrar/course-information>).

ACADEMIC INTEGRITY

Students are expected to maintain academic integrity by avoiding dishonesty, cheating, plagiarism, and fabrication, and by reporting any violations to their professor. Academic honesty will not be tolerated in any form. Students identified as having violated academic honesty will fail the specific course requirement and be referred to the appropriate academic authorities. A list of prohibited student

conduct, including academic dishonesty, is available at the Washington State Legislature website, WAC 106-125-020 (<http://apps.leg.wa.gov/wac/default.aspx?cite=106-125-020>)

Students are responsible for familiarizing themselves with what constitutes academic dishonesty. Regarding plagiarism, specifically, students are responsible for asking any questions *before* submitting written work. Use the following resource to understand plagiarism:

<http://libguides.lib.cwu.edu/content.php?pid=644922>.

Consequences of academic dishonesty may include a warning, disciplinary probation, suspension, or expulsion (WAC 106-125-030, <http://apps.leg.wa.gov/wac/default.aspx?cite=106-125-030>).

STUDENT ACCESSIBILITIES

Central Washington University is committed to creating a learning environment that meets the needs of its diverse student body. If you anticipate or experience any barriers to learning, discuss your concerns with your professor. Students with disabilities should contact Student Disability Services to discuss a range of options to removing barriers in the course, including accommodations. Student Disability Services is located in Hogue 126. Call (509) 963-2214 or email ds@cwu.edu for more information.

SCHEDULE

Our course schedule is subject to changes. For some topics, we may spend more or less time than is listed in the schedule, depending on the pace that we need as a class to cover the material. Thus, periodic changes to the course schedule may be necessary. Any necessary changes to the schedule that affect due dates will be announced in class and an updated schedule will be provided on Canvas or via email.

Readings are listed on the weeks during which you should complete them. **Note:** Assignment due dates are not listed on the official course schedule. The guidelines and associated due dates will be available in Canvas.

Schedule				
Week	Date	Day	Topic	Reading / Assignment
1	Mar 28 Mar 30	T Th	Syllabus & Intro Racial minorities	Sec. 1, 1: "Race" and the Construction of... Sec. 1, 3: The Evolution of Identity Sec. 1, 7: Whiteness as an "Unmarked"...
2	Apr 4 Apr 6	T Th	Racial minorities Racial minorities	Sec. 1, 2: Who is Black? one Nation's Definition Sec. 3, 42: Segregated Housing, Segregated... Sec. 3, 38: Blink in Black and White (Reflection 1)
3	Apr 11 Apr 13	T Th	Racial minorities Racial minorities	Sec. 2, 22: Latinos and the U.S. Race Structure Sec. 1, 6: Latino Racial Choices Sec. 3, 40: Hispanics Are Forgotten in Civil...
4	Apr 18 Apr 20	T Th	Racial minorities Racial minorities	Sec. 1, 4: Real Indians: Identity and... Sec. 3, 41: Balancing Identities...
5	Apr 25 Apr 27	T Th	Racial minorities EXAM 1	Sec. 4, 58: Uprooting Racism: How White People... Influential People papers (1,2), Video reflection 1
6	May 2 May 4	T Th	Women Women	Sec. 1, 9: The Olympic Struggle over Sex Sec. 1, 10: All Together Now: Intersex Infants... Sec. 1, 11: Delusions of Gender: How Our...
7	May 9 May 11	T Th	Women Women	Sec. 2, 26: Proving Manhood Sec. 2, 27: "I'm Not a Feminist, But..." (Reflection 2) Sec. 3, 43: Many Faces of Gender Inequality Sec. 3, 45: The Gender Revolution: Uneven... Sec. 4, 56: What Can We Do? Becoming Part of...
8	May 16 May 18	T Th	LGBTQ+ <i>No class – SOURCE</i>	Sec. 1, 15: Sexual Fluidity: Understanding... Sec. 1, 16: The Biology of the Homosexual Sec. 1, 17: The Heterosexual... (Reflection 3)
9	May 23 May 25	T Th	LGBTQ+ LGBTQ+	Sec. 2, 28: Dude, You're a Fag: Adolescent... Sec. 3, 46: Sex Education and the Promotion...
10	May 30 Jun 1	T Th	LGBTQ+ EXAM 2	Sec. 3, 47: Gaga Relations: The End of Marriage Sec. 4, 55: Adolescent Masculinity in an Age of... Influential People papers (3,4), Video reflection 2
11	Jun 6 Jun 7 Jun 8 Jun 9		FINAL EXAM WEEK	Reflection 4, Take-home final