

Diaspora & Today's Race Relations: A Global Socio-Historical Perspective

Shawn McEntee: Sociology 250 -- Spring 2018

Meets in Fulton Hall 146 Tuesday & Thursday from 2 to 3:15 p.m.

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*Office Hours: Mon 5:00 – 6:50 pm; Weds 1:30 – 3:20 pm and briefly after 4:45 pm;
Tues & Thurs 12:30 – 1:50 p.m. and by appt.*

MyClasses - Canvas (<https://salisbury.instructure.com/>), SU's course management system, is your textbook, workbook, communications hub and testing center for this course. This course follows University policy regarding communication with students outside the classroom by using the University e-mail system. If you are having difficulty with e-mail or the MyClasses Canvas (mobile) system, Contact IT/Student IT Help systems (<http://www.salisbury.edu/helpdesk/>) or (410-67)7-5454; help for MyClasses - Canvas (mobile) links are on the login page as well as once you have logged in.

If you would like to contact me outside of MyClasses-Canvas, the classroom or my office hours about a private matter, e-mail is your best bet because I check it frequently. I will respond via e-mail within 24 hours during the regular semester. There is no substitute for a face-to-face talk, however; please see me during office hours or at an agreed upon time to address concerns.

Course Description

The primary focus of this course is application of sociological thinking about race, ethnicity, and religio-cultural differences to current social conflicts. We start with the cultural legacy of white/European supremacy and examine how it shapes race and ethnic relationships in the US today. We identify and explore social forces influencing population flows (migrations) and racial, ethnic and religio-cultural conflicts associated with global diaspora. Throughout, we examine opportunities for multiculturalism and pluralism as well as processes of assimilation and fractionalization and consider sociocultural histories in light of possible futures. Also throughout the course, emphasis is placed on understanding distinctions between and social interactions among factors that operate at three levels in sociological analysis. We will explore micro-level factors such as social interaction, socialization, and lived experiences, and how they relate to and are shaped by macro and meso level factors, such as how social institutions structure communities; how the global economy influences migrations; how political structures marginalize some groups and empower others, and the ways in which all such factors socially construct lived experiences and opportunity structures that differ in patterned ways for members of identifiable racial, ethnic, and religio-cultural groups. Students are encouraged to examine their own socio-cultural histories through the sociological lens to grasp the specifics and apply sociological thinking to their own lived experiences and possible futures.

Course Objectives

By the end of the semester, students should be able to:

- Think critically and reflexively about the relationship between their personal life and the socio-historical issues of race and ethnicity and our individual and collective lived experiences.
- Develop a synthesized sociological imagination regarding race, ethnicity, and religio-cultural variations.
- Engage the sociological imagination to evaluate sets of ideas and practices that legitimize unequal power distributions across racial, ethnic, and religio-cultural groups.
- Understand the social systems supporting racial, ethnic and religio-cultural inequalities and how they intersect with gender and social class issues in our globalized world.
- Apply the sociological imagination to current events involving race, ethnic and religio-cultural differences.

Course Expectations

- **Attendance** Students are expected to attend every class and to arrive on time, prepared for class, and to stay engaged and present throughout the class period. Attendance is taken daily; attendance and preparation for class are recorded as part of assignments (see Grading for more information). Students are expected to notify the instructor via e-mail prior to missed classes or as soon as possible in the event of an emergency, illness or other factors interfering with attendance or preparation for class. See below for more information. If you find it difficult to attend class regularly, come see me during office hours as soon as possible.
- **MyClasses – Canvas** MyClasses Canvas serves as your textbook, workbook, communications hub and testing center. It is your responsibility to check MyClasses regularly (daily) to stay on track; get to know the Canvas system and use its features as suggested in the syllabus and other course materials. All course grades are reported in Canvas. ALL assignments (including tests) are graded with a rubric; students are expected to use rubrics and the information they contain to improve their work. See **Course Design** for more information about how to use Canvas effectively.
- **Communication Protocols: Discussion, E-mail and (N)Etiquette** Respectful communication is vital to collaborative learning. **Use Discussion in Canvas for issues or concerns that come up outside of the classroom; treat discussion like a FAC.** *Expect that my responses to general questions will refer you to relevant resources;* carefully worded and detailed questions including specifics are more likely to yield beneficial answers. Check out <http://www.wikihow.com/Email-a-Professor> for some good advice.
- **Academic Integrity** The requirements of the Salisbury University Code of Conduct apply to this course; see <http://www.salisbury.edu/studentconduct/code.html> and <http://www.salisbury.edu/studentconduct/>. Violations of the code will be reported. In addition, the Sociology Department Policy applies as follows:

The department of Sociology refers its students to the S.U. Student Handbook and Directory section “Policy on Student Academic Integrity” concerning plagiarism and other acts of academic dishonesty. The unacknowledged use of the ideas of others is a serious offense that can result in failure.

Each of the following constitutes plagiarism:

- *Turning in as your own work a paper [or assignment] or part of a paper [or assignment] that anyone other than you wrote. This would include but is not limited to work taken from another student, from a published author or from an Internet contributor.*
- *Turning in a paper [or assignment] that includes unquoted and/or undocumented [e.g., without in-text cites OR appropriate references] passages someone else wrote.*
- *Including in a paper [or assignment] someone else’s original ideas, opinions, or research results without attribution.*
- *Paraphrasing without attribution [e.g., without in-text cites OR appropriate references].*
- *Turning the same paper [or assignment] in for credit in more than one class.*

*A few changes in wording do not make a passage your property. As a precaution, if you are in doubt, cite [with BOTH in-text cites AND appropriate references] the source. Moreover, if you have gone to the trouble to investigate secondary sources, you should give yourself credit for having done so by citing those sources in your work and by providing a list of Works Cited or Works Consulted. In any case, failure to provide proper attribution could result in a severe penalty and is never worth the risk.**

You may also find the Library’s resources on plagiarizing helpful;
http://libraryguides.salisbury.edu/ld.php?content_id=7605632.

*note that course policy requires appropriate in-text citing and referencing in all course work.

- **Disability Services** The Office of Student Disability Support Services (OSDSS), located in the Guerrieri University Center, Room 242, provides guidance, access to resources, and coordinates accommodations for students with documented disabilities. This course supports the University's efforts to meet the academic needs of students with disabilities; for more information, visit the OSDSS in person or via SU's webpage (search Disability Services).

Course Design – Navigating Canvas

- Home Page or Landing Page for the Course Basic layout in Canvas is Required Readings and Other Materials; along with Glossary terms and key issues/questions, the center of the Home Page is organized by Week. As we move through the semester, previous Week's materials will be collapsed at the bottom and the current (and upcoming) week's will appear on the course landing page. Upcoming Week's materials may be posted as early as Wednesday afternoon but no later than Thursday afternoon. It is your responsibility to deal with the appropriate Week's materials in a timely manner. Canvas Navigation (which includes the **Calendar** feature) is on the far left; Course Navigation is on the left IF you are in the course. The triple red bar at the top of the page collapses and reveals the Course Navigation. Upcoming items as well as those recently completed/or graded are listed on the far right.
- **You can access open assignments and quizzes EITHER through the Calendar OR from the home page.**
- **Canvas Calendar** The **Calendar** feature in Canvas shows due dates for all Assignments (and Quizzes) after they have opened. ALL online work, Assignments, Tests, Quizzes and Surveys, have opening dates, due dates, and closing dates. In general, Quizzes open at least a week before they are due and close no sooner than 3 weeks after the due date; **ALL QUIZZES will be closed by midnight April 15th, 2018.** Assignments and Tests open as much as a Week before they are due and close about a week after the due date. It is EXPECTED that students use the time between DUE DATES and CLOSING DATES to improve their grades: use this time to retake quizzes; revise and resubmit Assignments; and most particularly REDO Assignments/Tests that received zeros (or unacceptably low grades) by following all instructions and meeting format requirements.

Study Time & Time Management

It SHOULD take 4 – 7 hours, in ½ hour to 2 - 4 hour segments over 4 – 5 days, to prepare for class and complete the Week's work EXCLUDING time devoted to quizzes and surveys.

- The rule of thumb regarding **college studying** is, and has been for a long time, that students **should invest** approximately 2 to 3 hours **studying** for each hour of scheduled class time. Many students carry a course load of 15 - 16 credits meaning they have 15 - 16 hours of class-time scheduled each week. For those expecting to graduate in a timely manner, 30 – 48 hours per week is the expected RANGE of appropriate **study time**; the additional 15 - 16 hours in class adds up to a **MINIMUM of 45 hours for academics per week.**
- This is a 4-credit course with 3 hours of scheduled class time per week so **studying for 9 – 12 hours per week FOR THIS COURSE** is appropriate. Here's the KICKER: **THINKING time IS STUDY TIME.** Systematic and KEEN observation of and self-reflexivity regarding your own and your peers' behavior – or of any **social** behavior – during your daily activities 'counts' as study time. Effective THINKING is rewarded with good grades!

Individual investments vary considerably and while there is a clear correlation between time invested and grade earned, the following **strategies for effective time management** play a vital role in individual student success.

As a GENERAL RULE, work should be completed from the top down; work from the top to the bottom of the page AND from the TOP LAYER (the 'home page') as deep as the links take you.

- The home page is the 'top' layer; it contains and reflects the overview and outline for the Week's work.
 - Any materials linked **ON** the homepage are REQUIRED; they are necessary to understand the overview and must be **STUDIED**.
 - **My suggestion is you print both the 'home page' and all linked resources and compile them in order.**
 - If and when you click on a link and move to a deeper layer, **make SURE you come back to the top layer to complete the work.**
- The home page lists the following, in ORDER: 1) Brief Overview identifying core issues for the Week; 2) Glossary terms; 3) Required Materials; 4) additional information relevant to completing the Week's work successfully.
 - Printing the Home Page, linked required readings and other materials, AND Assignment instructions, as well as linked materials is EXPECTED; Guides, other resources, and instructions should be used as IN ORDER as step-by-step procedures AND/OR as checklists to complete work well.
 - Using the course glossary, taking the quizzes (see QUIZZES), and reading/taking notes on Required Materials (SEE NOTE-TAKING STRATEGIES) is INTEGRATIVE and **should be done interactively.**
- **Do not expect to complete the week's work OR an Assignment in 'one sitting'; start early, divide the work into manageable chunks, and do some work every day.**

Quizzes – OBJECTIVE learning and preparation for strategic use of Required Materials and critical thinking:

Quizzes introduce you to sociological thinking and sociological language including glossary terms related to the week's topics. Quiz content represents basic knowledge of sociology and the language sociologists use; quizzes provide examples of sociological language and social scientific logic and reasoning that YOU need to (re)produce in Assignments and tests to earn good grades. ***It is expected that you take each quiz multiple times. Use completed quizzes to study quiz questions before taking subsequent quizzes AND to learn meanings of terms and recognize how sociologists use them.*** Canvas keeps the highest score.

- ***Quizzes open about a week before they are due; they close about 3 weeks after the due date. ALL QUIZZES will be closed by midnight on April 15th, 2018. I am NOT likely to extend quiz access.***
- Instructions for each quiz include information about how to use the course glossary to find relevant terms.
- Several attempts for each quiz **BY the due date** is a good strategy for getting a feel for the range of relevant issues. Use the time before closing dates to confirm your understanding and achieve full points for quizzes.
- If the correct answer does NOT make sense to you after studying the issue, bring the full question (and answer) to class OR post in discussion in Canvas.
- Each quiz question is worth 0.1 points AND is likely to show up in multiple quizzes:
 - 1 point quizzes use question pools of up to 45 questions; each attempt is 10 questions and you have 7 minutes to submit.
 - 2 point quizzes use question pools with 46 – 75 questions; each attempt is 20 questions and you have 15 minutes to submit.
 - 3 point quizzes use question pools with 76 – 100 questions; each attempt is 30 questions and you have 25 minutes to submit.
 - 4 point quizzes use question pools with over 100 questions; each attempt is 40 questions and you have 30 minutes to submit.

Surveys

- Surveys introduce you to, and solicit your opinion on, issues we will study. They are anonymous; I know that you have opened and submitted a survey but cannot access information that reveals how you responded to any of the questions.
- Each survey is worth 1 or 2 points; there will be approximately 5 (including course evaluations) over the semester.
- I have been collecting student responses for several surveys over the past several years; we may use such results as a learning experience during the semester.
- Instructions for each survey are embedded in the Survey in Canvas.

Note-Taking Strategies and Format: Preparation for class, Steps 1 & 2

Strategic reading/watching/listening is your primary preparation for class and the basis of your learning. This activity is MOST effective when coupled with learning relevant sociological language so ***use quizzes and your time to effectively prepare to identify relevant sociological AS YOU READ/REVIEW Required materials. Evidence of such preparation is Marked-up and Commented on Required Materials brought to EACH class meeting.***

Follow the first two steps below to achieve the Marked-up/Commented on Sources that are Preparation for Class

STEP 1: Goal/purpose of the initial (first) Reading/Review of a source is to MARK it UP.

- Important information **MUST** be highlighted/underlined on print version of source
 - In addition to marking any information you believe is important, marked information could include:
 - theoretical claims/assertions
 - Evidence supporting thesis/main claim – particularly numbers, research results, or other specifics and details.
 - Examples of glossary terms/sociological concepts
- The MAIN CLAIM or AUTHOR'S THESIS MUST BE MARKED -- it is most likely in the introductory OR the concluding paragraphs but it may be anywhere in blogs and other short articles. Feel free to restate it or combine sentences to state the thesis.

STEP 2: Goal/Purpose of your second Reading/Review of each source is to COMMENT ON them

- USE Comments (as near to Marked Up passages as possible) to show or explain connections to:
 - glossary terms
 - sociological concepts/claims
 - information in other sources OR previous materials
- The Rule is that if it was important enough to highlight it is important enough to COMMENT on.
- Add at LEAST ONE relevant question: See Kaufman's Asking Sociological Questions (www.everydaysociologyblog.com/2013/02/asking-sociological-questions.html) for more information

STEP 3: Effective Coversheets are BEST accomplished through REPEATED reading/reviewing of Materials.

EFFECTIVE MARKING-UP AND COMMENTING ON SOURCES IS ABSOLUTELY NECESSARY FOR EFFECTIVE COVERSHEETS!

Step 3 MAY be required for Assignments but is NOT required as preparation for class until late in the semester.

After commenting on ALL sources, produce your COVERSHEET (limit to 1 type-written OR clearly legible handwritten page) – the FORMAT is the same whether the Coversheet is for one or multiple sources

[Composite] Coversheet format is:

- **Reference(s)** for (all) source(s) including: author(s), date of publication, title of source, and other relevant publication information such as journal name, publisher, url (if web-only source), OR volume, issue, page numbers (if scholarly [formal/printable] source).
- **Thesis** or main claim quoted OR paraphrased with appropriate in-text cite including page number (for scholarly/formal sources) OR paragraph number (for web-ONLY sources).
 - If you have only one source, it is the Author's Main Claim or Thesis
 - **If you have MULTIPLE SOURCES, the THESIS statement is YOURS for a Project or Research Paper**
- **3 - 5 summarizing points** (or THEMES) with supporting evidence
 - use bullets to identify and separate each summarizing point/theme
 - supply specifics and details from source(s) to illustrate and clarify.
 - DEMONSTRATE YOUR FOCUS ON SOCIOLOGY by using/illustrating glossary terms OR addressing guiding questions or major issues for the Week
 - EVERY Bullet must include ***appropriate in-text cites***.
- **Relevant questions** See Kaufman's Asking Sociological Questions (www.everydaysociologyblog.com/2013/02/asking-sociological-questions.html) for more information

You SHOULD produce Coversheets only AFTER you have completed all quizzes and Required Materials for the Week. Your Coversheets are likely to be most effective and to demonstrate your learning BEST IF you give yourself about a 24 hour 'break' to let your mind process the information and come back to it 'fresh'. Learn – and maintain – this strategy of preparation for class over the first several weeks of the semester; producing effective Composite Coversheets (combining/integrating information from multiple sources) is REQUIRED for assignments during Units 3 and 4 and for project work. It will also demonstrate your integrated learning which is a primary learning goal for this course and college as well as life beyond.

Assignments

Assignments vary in type and format; you have five weeks of Weekly work worth 10 points per week early in the semester. You'll have an additional 8 weeks of Weekly work worth 15 points each; two tests wrapping up Units 1 and 2 are scheduled as weekly work but are tests, not 'Assignments'. ***ALL Assignments are due online BEFORE the start of class; often print copies, with notes from class-time, are due at the end of class.***

- Instructions for effective completion of assignments are embedded in the Assignment in Canvas; they will OFTEN include links to course Guides and other resources necessary for effective completion of the Assignment.
- Assignments ALWAYS rely upon serious and strategic reading/review of the Week's materials
- **Assignments ask for and encourage sociological and critical thinking about course materials and grades are based on evidence of following instructions and use of sources.**

- **Assignments are DUE and submitted online prior to class;** printed versions, along with marked-up and commented on sources, are brought to class **and serve as the basis for participation in class activities.**
- Updated, adjusted and completed Assignments may be (re) submitted after class BEFORE the closing date; part of your grade IS effective use of class time demonstrated in additional notes and other additions and adjustments to Assignments made during (or after) class.
- Rubrics used to assess assignments are attached to assignments in Canvas; check them when you start work and again after it is graded so you know how well you met assignment requirements AND course learning goals.

Tests & Project Completion Assignments

Tests – Blogs and other Project Completion Assignments: Over the semester, Tests substitute for Weekly Work which means you WILL submit something for a grade every week of the semester. Unit work wraps up with a Test; Unit 1 and 2 Tests are Blogs worth 15 points each. Units 3 and 4 are Project based and therefore wrap-up with Project Completion Work such as Blogs, Research Papers OR (Team) Presentations. Each Project Completion Assignment has its own format and source requirements specified in attached instructions, and is worth 20 to 35 points. Due dates for Project Completion Work are coordinated to meet your schedules and progress on your projects.

- Students are responsible for using appropriate course and university resources (see above) to ensure they meet format and source requirements. ***Tests or project work submissions that do not meet format and/or source requirements receive zeros; in such cases, resubmits ARE EXPECTED.***
- Corrected, appropriately formatted and sourced Tests and Project Work will be graded if resubmitted in a timely manner; face-to-face consultation with me may be the most efficient use of your time.
- Tests and Project Work demonstrate progress toward Learning Outcomes and are assessed on the basis of demonstrated critical and sociological thinking about and scientific method applied to topics of your choice. Unit 1 and 2 test topics are limited; Unit 3 and 4 Project Work topics develop through student engagement and choice over the Unit.

Course Contract

By participating in this course, you are taking on a commitment to intellectual honesty. This includes but is not limited to patience as we work through course materials, concepts, and ideas that present and represent a fundamentally different view of the world. While looking at the world in new and different ways is part of learning and a fundamental characteristic of a liberal (as in liberating) education, it is also a very difficult and challenging process. Meeting this challenge requires working through the confusion it produces systematically by following the principles of scientific method. Students are expected to engage and develop a level of patience and focus on details sufficient to working through this confusion as a necessary first step to understanding the social world including its inconsistencies and contradictions. Part of this process is exploring and examining your experience of confusion. This course is not 'easy' insofar as it provides you an opportunity to engage in critical thinking to include self-reflection, questioning previously held assumptions, thinking 'outside the box' and understanding (without judging) information in course materials. The task of critical thinking requires that you put forth an honest effort over the duration of the course. A liberal arts college experience is about empowering students to deal with complexity, diversity, and change, and to apply knowledge in real-world settings through effective communication using analytical and problem-solving skills. Your thinking and understanding WILL be challenged and much of that will happen INTERACTIVELY in the classroom.

By signing below, you verify that you 1) have read the syllabus and understand what is expected of you in Sociology 250 and how your work will be evaluated; 2) agree to put forth an honest effort over the duration of the course; 3) agree to conduct yourself in a professional manner, which includes treating all members of the course community with respect.

Student Signature: _____ Date: _____