

SOCI 270: *Minority Cultures & Relation

Location:	Evening
Address:	1001 Rogers Street Columbia, MO 65216
Section:	19FALL2/SOCI/270/AEV
Semester Credit Hours:	3
Class Day(s) and Time(s):	Wednesday 5:30 PM - 9:30 PM from October 21, 2019 to December 14, 2019

Syllabus Contents

- [Course Information](#)
- [Textbooks](#)
- [Technology Requirements](#)
- [Course Learning Outcomes](#)
- [Grading](#)
- [Schedule of Due Dates](#)
- [Assignment Overview](#)
- [Course Outline](#)
- [Additional Resources](#)
- [Columbia College Policies & Procedures](#)

Course Information

Catalog Description

Survey of historical and contemporary minority-majority relations among various racial, ethnic and gender groups. Focus on the social construction of race and ethnicity. Cross-listed as SOCI 270. G.E. Course meets Multicultural graduation requirement.

Additional Notes

No class will be held on Wednesday, November 27 due to the Thanksgiving Day holiday. A mandatory makeup class will be held on Friday, November 22 at the regular scheduled time.

Textbooks

As part of TruitionSM, students will receive their course materials automatically as described below.

 Paula S. Rothenberg. (2015). *White Privilege Essential Readings on the Other Side of Racism* (5th). Worth Publishers. eText

 Healey, Joseph. (2017). *Diversity and Society* (5th). Sage. eText
Note: THIS TEXTBOOK IS USED STARTING IN LATE SUMMER 2019.

Bookstore Information

Visit <https://www.ccis.edu/bookstore.aspx> for details.

eText Information

If a course uses an eText, (see textbook information above) the book will be available directly in Desire2Learn (D2L) seven days before the session begins, if registered for courses prior to that date. Upon first login to VitalSource, students should use their CougarMail email address; alternate email addresses cannot be used. More information about how to use the VitalSource platform, including offline access to eTexts, can be found in D2L.

Physical Course Materials Information

Students enrolled in courses that require physical materials will receive these materials automatically at the shipping address on file with Columbia College. Delivery date of physical materials is dependent on registration date and shipping location. Please refer to confirmation emails sent from Columbia College for more details on shipping status.

Returns: Students who drop a class are responsible for returning any physical course materials that were shipped. To initiate a return, visit [Ingram Returns](#) to generate a pre-paid return label. Materials from dropped courses must be returned within 30-days of receipt. **Failure to return physical items from a dropped course will result in a charge to the student account for all unreturned items.**

Note: Students who opt-out of having their books provided as part of [TruitionSM](#) are responsible for purchasing their own course materials.

Technology Requirements

THIS IS A TECHNOLOGY-ENRICHED COURSE WHICH COMBINES IN-SEAT INSTRUCTION WITH ONLINE LEARNING.

Participation in this course will require the basic technology for all classes at Columbia College:

- A computer with reliable internet access
- A web browser
- Acrobat Reader
- Microsoft Office or another word processor such as Open Office

For more information, see [technical requirements](#).

Course Learning Outcomes

1. Describe and explain the origin of minority group status and the significance contact situations.
2. Evaluate the major forms of minority/majority relations including discrimination, segregation, assimilation, pluralism, and separatism.
3. Describe the current majority/minority relations in the US, along racial/ethnic lines, as well as gender and sexuality
4. Describe and explain institutional discrimination in all major society institutions.
5. Explain changing demographics in the United States and the effect that will have on all aspects of society (the demographic breakdown of our classrooms, neighborhoods, workplaces)

Grading

Grading Scale

Grade	Points	Percent
A	900 - 1000	90-100%
B	800 - 899	80-89%
C	700 - 799	70-79%
D	600 - 699	60-69%
F	0 - 599	0-59%

Grade Weights

Assignment Category	Points	Percent
Online Learning Activity	150	15%
Video Reaction Paper 1	100	10%

Focus Group Discussions	150	15%
Quizzes	200	20%
Final Exam	100	10%
Self-Reflective Essay	200	20%
Video Reaction Paper 2	100	10%
Total	1000	100%

Schedule of Due Dates

Week 1

Assignment	Points	Due
Reading	--	Before the start of our meeting.
Quiz 1	30	Before the start of our next meeting.

Week 2

Assignment	Points	Due
Discussion 1	25	Friday / Sunday
Reading	--	Before the start of our meeting.
Video Reaction Paper 1	100	11:59 PM Saturday
Quiz 2	30	Before the start of our next meeting.

Week 3

Assignment	Points	Due
Discussion 2	25	Friday / Sunday
Reading	--	Before the start of our meeting.
Focus Group Discussion	50	Participation in discussion during our meeting.
Quiz 3	30	Before the start of our next meeting.

Week 4

Assignment	Points	Due
Discussion 3	25	Friday / Sunday
Reading	--	Before the start of our meeting.
Video Reaction Paper 2	100	11:59 PM Saturday
Quiz 4	30	Before the start of our next meeting.

Week 5

Assignment	Points	Due
Discussion 4	25	Friday / Sunday
Reading	--	Before the start of our meeting.
Focus Group Discussion	50	Participation in discussion during our meeting.
Quiz 5	30	Before the start of our next meeting.

Week 6

Assignment	Points	Due
Discussion 5	25	Friday / Sunday
Reading	--	Before the start of our meeting.
Quiz 6	25	Before the start of our next meeting.

Week 7

Assignment	Points	Due
Discussion 6	25	Friday / Sunday
Reading	--	Before the start of our meeting.

Assignment	Points	Due
Quiz 7	25	Participation in discussion during class. Before the start of our next meeting.
Week 8		
Assignment	Points	Due
Reading	--	Before the start of our meeting.
Final Exam	100	During our last meeting.
Self-Reflective Essay	200	Saturday 11:59 PM

Total Points: 1000

Assignment Overview

Online Component Summary and Expectations

In weeks 2 – 7, you will participate in online discussions focused on key topics covered in this course. Your regular participation in these discussions is required and will enhance your comprehension of course material. It is expected that all students approach these discussions with an open mind and a willingness to learn, and that participation happens in an intelligent and respectful manner.

Discussions are designed so that you are required to provide your own post before you can read posts made by your classmates. Initial discussion posts should respond directly to the discussion prompt provided, be well developed, and include detailed support for statements made, including references to ideas from our textbooks and outside sources where appropriate. They should be at least 150 words in length and demonstrate critical thinking and clear comprehension of the topic. The initial post is worth a total possible 15 points and is due by 11:59 PM on Friday of the week it is assigned.

Responses to other students' posts should demonstrate critical thinking and directly relate to the ideas expressed by classmates. These responses should be at least 50 words in length. They are worth a possible 5 points each and are due by 11:59 PM on the following Sunday.

Assignments

Video Reaction Papers

We will view two videos that address questions about citizenship, housing segregation, and equal opportunity for education and employment in the United States. The videos can be found through the Columbia College Stafford Library webpage in the Films on Demand: Master Academic Collection. After viewing the films, provide a brief overview of an historical topic presented in the video that you will discuss in your analysis. Provide a detailed explanation of the contemporary relevance of this topic including at least one reference to content from course text material and at least two additional sources. (1200 words each)

Online Discussions

Throughout the course, there are short writing prompts and/or activities posted in the Discussion section of D2L. Students are responsible for following the instructions in the weekly forum and participating in a substantive discussion about its content. Students must submit an original post and provide two meaningful replies to the posts of other students. Initial posts must be made by 11:59 PM Friday of the week they are assigned and two follow-up posts must be submitted by 11:59 PM the following Sunday.

Focus Group Discussions

On three occasions, the instructor will facilitate discussions of assigned readings and other course content during class meetings. These discussions will provide you with opportunities to share and further elaborate your assessments of the content in our assigned readings. These discussions will also allow you to listen to other people's interpretations and analyses of these works. The instructor will provide specific questions in advance of these meetings to stimulate thought during reading and preparation. The instructor will also keep record of student participation in class discussion and assign points accordingly.

Self-Reflective Essay

Use material covered during the course to analyze your position in a racialized, gendered, and otherwise stratified world. Explore your experiences with privilege from the perspective of a member of a minority and/or dominant group. Discuss possible changes in your perspective based on past experiences and how critical reflection on those experiences and material covered in this course could impact your thinking as you work towards your personal and professional goals. (1250 - 1500 words)

Examinations

Quizzes

Weekly quizzes over material covered in the assigned reading.

Final Exam

A comprehensive exam over content of readings assigned throughout the session.

Course Outline

Click on each week to view details about the activities scheduled for that week.

Week 1: Diversity in the United States: Questions and Concepts

Reading

- Chapter 1, pages 3 - 45 in *Diversity and Society*

Quiz 1

Complete Quiz 1 before the start of our next meeting.

Week 2: Assimilation and Pluralism: From Immigrants to White Ethnics

Discussion 1

Online Discussion 1

Reading

- Chapter 2, pages 47 - 98 in *Diversity & Society*
- 'The Invisible Whiteness of Being: Whiteness, White Supremacy, White Privilege, and Racism,' pages 19 - 28 in *White Privilege*
- 'Representing Whiteness in the Black Imagination,' pages 29 - 33 in *White Privilege*

Video Reaction Paper 1

Submit the Video Reaction Paper 1 assignment to the Dropbox by 11:59 PM Saturday.

Quiz 2

Complete Quiz 2 before the start of our next meeting.

Week 3: More on the Power of the Past

Discussion 2

Online Discussion 2

Reading

- Chapter 3, pages 104 - 136 in *Diversity and Society*
- Pages 51 - 64 in *White Privilege*

Focus Group Discussion

The first half of this week's meeting is dedicated to discussion of material we have covered in the course during the previous two weeks, including the content of D2L discussions.

Quiz 3

Complete Quiz 3 before the start of our next meeting.

Week 4: Historical Roots of Intergroup Inequality

Discussion 3

Online Discussion 3

Reading

- Chapter 4, pages 138 - 181 in *Diversity and Society*
- Pages 65 - 83 in *White Privilege*

Video Reaction Paper 2

Submit the Video Reaction Paper 2 assignment to the Dropbox by 11:59 PM Saturday.

Quiz 4

Complete Quiz 4 before the start of our next meeting.

Week 5: Minority Group Movements

Discussion 4**Online Discussion 4****Reading**

- Chapter 5, pages 185 - 237 in *Diversity and Society*
- 'Becoming Hispanic: Mexican Americans and Whiteness,' pages 85 - 95 in *White Privilege*

Focus Group Discussion

The first half of this week's meeting is dedicated to discussion of material we have covered in the course during the previous two weeks, including the content of D2L discussions.

Quiz 5

Complete Quiz 5 before the start of our next meeting.

Week 6: Status and Visibility

Discussion 5**Online Discussion 5****Reading**

- Chapter 6, pages 239 - 280 in *Diversity and Society*
- Pages 137 - 156 in *White Privilege*

Quiz 6

Complete Quiz 6 before the start of our next meeting.

Week 7: Economics, Health, and Privilege

Discussion 6**Online Discussion 6****Reading**

- Chapter 7, pages 284 - 337 in *Diversity and Society*
- Pages 157 - 180 in *White Privilege*

Focus Group Discussion

The first half of this week's meeting is dedicated to discussion of material we have covered in the course during the previous two weeks, including the content of D2L discussions.

Quiz 7

Complete Quiz 7 before the start of our next meeting.

Week 8: Segregation and the Power of Resistance

Reading

- Chapter 8, pages 333 - 388 in *Diversity and Society*
- Pages 195 - 216 in *White Privilege*

Final Exam

Complete the Final Exam during our last meeting.

Self-Reflective Essay

Submit the Self-Reflective Essay assignment to the Dropbox by 11:59 PM Saturday.

Additional Resources

Online databases are available at library.ccis.edu. You may access them using your CougarTrack login and password when prompted.

Technical Support

If you have problems accessing the course or posting your assignments, contact your instructor, the Columbia College Technology Solutions Center, or the D2L Helpdesk for assistance. If you have technical problems with the VitalSource eText reader, please contact VitalSource. Contact information is also available within the online course environment.

- Columbia College Technology Solutions Center: CCHelpDesk@ccis.edu, 800-231-2391 ex. 4357
- D2L Helpdesk: helpdesk@d2l.com, 877-325-7778
- VitalSource: support@vitalsource.com, 1-855-200-4146

Online Tutoring

Smarthinking is a free online tutoring service available to all Columbia College students. Smarthinking provides real-time online tutoring and homework help for Math, English, and Writing. Smarthinking also provides access to live tutorials in writing and math, as well as a full range of study resources, including writing manuals, sample problems, and study skills manuals. You can access the service from wherever you have a connection to the Internet. I encourage you to take advantage of this free service provided by the college.

Access Smarthinking through CougarTrack at [Students -> Academics -> Resources](#).

Columbia College Policies and Procedures

The policies set forth in the **Policy Library** are the current official versions of College policies and supersede and replace any other existing or conflicting policies covering the same subject matter. For more information on policies applicable to students, see **Student Policies**. For more information on policies applicable to the entire Columbia College community, see **College-Wide Policies**.

Students are expected to read and abide by the College policies. Policies of particular interest to students include, but not limited to the following:

- Graduate Grading Policy
- Undergraduate Grading Policy
- Registration Policy and Procedures
- Withdrawal Policy
- Alcohol and Other Drugs Policy
- Family Educational Rights and Privacy Act (FERPA)

Additional Policies:

Academic Integrity and Plagiarism

Academic integrity is a cumulative process that begins with the first college learning opportunity. Students are responsible for knowing and abiding by the **Academic Integrity Policy and Procedures** and may not use ignorance of either as an excuse for academic misconduct. Additionally, all required papers may be submitted for textual similarity review to Turnitin.com for the detection of plagiarism. All submitted papers may be included in the Turnitin.com reference database for the purpose of detecting plagiarism. This service is subject to the Terms and Conditions of Use posted on the Turnitin.com site.

Disability Resources

If you have a disability that requires an accommodation, please speak with the instructor and consult the **Student Accessibility Resources** office. Student Accessibility Resources staff will determine appropriate accommodations and will work with your instructor to make sure these are available to you. To find additional information, see our **ADA and Section 504 Policy for Students**.

Notice of Non-Discrimination and Equal Opportunity:

The College has a process through which students, faculty, staff and community members who have experienced or witnessed incidents of discrimination, harassment, or retaliation on the basis of protected status, can report their experiences to a College official. For more information, see our [**Non-Discrimination and Equal Opportunity Policy and Complaint Resolution Procedure**](#).

Title IX and Sexual Misconduct

The College is committed to addressing the issues of discrimination, harassment and sexual misconduct in the educational and workplace landscape and will continue to modify policies, procedures and prevention efforts as needed. For more information, see the College's [**Title IX and Sexual Misconduct Policy**](#).

Course Policies and Procedures:

Attendance Policy

Columbia College students are expected to attend all classes and laboratory periods for which they are enrolled.

For classes with an online component, attendance for a week includes submitting any assigned online activity. Assigned activities are scheduled prior to the course commencing. Assigned activity due dates are subject to change based on actual course progression and will be adjusted as necessary. Attendance for the week is based upon the date work is submitted. A class week is defined as the period of time between Monday and Sunday (except for week 8, when the work and the course will end at 11:59 PM Central Time on Saturday.) The course and system deadlines are based on the Central Time Zone.

Students are directly responsible to instructors for class attendance and work missed during an absence for any cause. If absences jeopardize progress in a course, the College reserves the right to drop or withdraw students from classes. For additional information, see the Administrative Withdrawal for Non-Attendance heading in the [**Withdrawal Policy**](#).

CougarMail

All students are provided a CougarMail account when they enroll in classes at Columbia College. You are responsible for monitoring email from that account for important messages from the College and from your instructor.

Students should use email for private messages to the instructor and other students. The class discussions are for public messages so the class members can each see what others have to say about any given topic and respond.

Late Assignment Policy

All classes rely on participation and a commitment to your instructor and your classmates to regularly engage in the reading, discussion and writing assignments. You must keep up with the schedule of reading and writing to successfully complete the class.

No late assignments will be accepted without the prior approval of the instructor.

Acceptance of a late assignment is at the discretion of the instructor.

Make-up examinations may be authorized for students who miss regularly-scheduled examinations due to circumstances beyond their control. Make-up examinations must be administered as soon as possible after the regularly scheduled examination period and must be administered in a controlled environment.

Student Conduct

All Columbia College students, whether enrolled in a land-based or online course, are responsible for behaving in a manner consistent with Columbia College's [**Student Conduct Code**](#) and [**Acceptable Computing Use Policy**](#). Students violating these policies or any other College policy will be referred to the office of Student Affairs and/or the office of Academic Affairs for possible disciplinary action. The Student Code of Conduct, the [**Student Behavioral Misconduct Policy and Procedures**](#), and the Acceptable Computing Use Policy can be found in the Policy Library at ccis.edu/policies. The adjunct faculty member maintains the right to manage a positive learning environment all students must adhere to the conventions of online etiquette when enrolled in a course with an online component.