

INTRODUCTION TO RACE AND ETHNICITY

**UA LITTLE ROCK HISTORY DEPARTMENT/
ANDERSON INSTITUTE ON RACE AND ETHNICITY**

LOWER LEVEL CLASS

COURSE SYLLABUS

SPRING SEMESTER 2019 ONLINE

Course Prefix/Number: RACE 2301
Venue: Online via Blackboard
Course Instructor: Dr. John A. Kirk
Email contact: jakirk@ualr.edu

Please note: One of the conditions for being allowed to enroll in this class is that you undertake to read this syllabus and comply with all of its terms and conditions. If you are unable to make this commitment, please notify the instructor within the first week of class. If you do not understand any of the terms and conditions in this syllabus, please notify the instructor within the first week of class. A failure on your part to read this syllabus is not an acceptable excuse for a failure to comply with its terms and conditions. Failure to comply with the terms and conditions set out in this syllabus may result in you being dropped from this class at any time.

Course Description: This course is an introduction to race and ethnicity in the United States, providing students with a thorough grounding in the main issues and debates.

Course Prerequisites: None.

Students with Disabilities: Your success in this class is important to me, and it is the policy and practice of the University of Arkansas at Little Rock to create inclusive learning environments consistent with federal and state law. If you have a documented disability (or need to document a disability) and need an accommodation, please contact me privately as soon as possible so that we can discuss with the Disability Resource Center (DRC) how to meet your specific needs and the requirements of the course. The DRC offers resources and coordinates reasonable accommodations for students with disabilities. Reasonable accommodations are established through an interactive process among you, your instructor(s) and the DRC. Thus, if you have a disability, please contact me and/or the DRC, at 501-569-3143 (V/TTY) or 501-683-7629 (VP). For more information, please visit the DRC website at ualr.edu/disability. (UA Little Rock Policy 404.9).

University Inclement Weather Policy: See university policy 215.1
<https://ualr.edu/policy/home/admin/weather/>

Academic Integrity Statement: Cheating and plagiarism are serious offenses and will be treated as such. “Plagiarism” means “to adopt and reproduce as one’s own, to appropriate to one’s use, and incorporate in one’s own work without acknowledgment the ideas of others or passages from their writings and works.” See Section VI, Code of Student Rights, Responsibilities and Behavior, Student Handbook, page 39. Copying directly from the textbook, an encyclopedia article, an internet source, or any other source without quotation marks or an identifying citation, for example, constitutes plagiarism. Anyone who engages in such activities will receive a failing grade in the course and will be turned over to the Academic Integrity and Grievance Committee for university disciplinary action, which may include separation from the university.

Course Level Learning Objectives: This is one of two required classes for UA Little Rock’s minor program in Race and Ethnicity. If you are interested in taking the minor I am happy to provide further information.

1. Students will develop a general knowledge of human history (Historical Consciousness, International Awareness, Social and Cultural Awareness, Ethical and Moral Consciousness):

This class focuses issues of race and ethnicity.

2. Students will understand historical interpretation and analysis of primary and secondary sources (Historical Consciousness, Critical Thinking, International Awareness, Social and Cultural Awareness, Ethical and Moral Consciousness):

This class requires weekly reading and analysis.

3. Students will develop historical research skills (Critical Thinking, Verbal Literacy):

This class requires compilation, assimilation, understanding, critical analysis and interpretation.

4. Students will be able to communicate historical knowledge in written and oral forms (Critical Thinking, Verbal Literacy):

This class requires a variety of written assignments.

The more specific aims of this course are to provide an overview of the subject area as well as an in-depth critical analysis of selected topics. In so doing it will enable students to:

- develop a close and critical familiarity with a range of materials;
- develop a detailed appreciation of critical issues;
- develop skills in integrating material into structured, coherent, and analytical written work;

- be able to evaluate how race and ethnicity function in the United States.

Student Learning Outcomes: In terms of the acquisition of subject knowledge, students who successfully complete this course will be able to:

- demonstrate a significant degree of knowledge about race and ethnicity;
- demonstrate a general understanding of the theories, concepts and approaches to studying race and ethnicity;
- demonstrate a general understanding of the history of race and ethnicity in the United States;
- read and interpret texts related to race and ethnicity, as well as extract, analyze and present relevant information from them.

In terms of the acquisition of skills, students who successfully complete this course will be able to:

- demonstrate skills in the handling of a variety of primary and secondary materials;
- demonstrate knowledge of the secondary literature and the main debates in the field;
- demonstrate personal communication skills;
- demonstrate time-management skills through participation in and preparation for classes;
- demonstrate an ability to undertake and complete written work by the course deadlines provided.

Standard Credit Hours: There are no deviations in this course from the Standard Credit Hour policy. See university policy 420.1 <https://ualr.edu/policy/home/facstaff/credit-hour-value/>

Required Materials: Charles A. Gallagher, ed. *Rethinking the Color Line: Readings in Race and Ethnicity* (New York: Sage Publishing, sixth ed. 2018). ISBN: 9781506394138.

Attendance and Participation Policy: Persistent absence from class, whether documented or not, may result in the award of an “F” grade for the course.

If you are absent (that is, if you have not engaged with the course instructor or turned in assignments) for two consecutive weeks you may be administratively withdrawn from the class by the course instructor.

See also the applicable university policy 404.4 <https://ualr.edu/policy/home/facstaff/class-attendance/> that applies to this class: Each faculty member has the prerogative of setting specific attendance requirements for classes. In some courses, active student participation is an integral part of the course, and the instructor may base a portion of the students’ grades on attendance and participation. In general, students are expected to attend class regularly. Students who miss class are responsible for finding out about the material covered, homework assignments, and any announcements or examinations. On the 10th day of classes, students who have not attended in class will be administratively withdrawn by the instructor. Students may be

administratively withdrawn from a class by the instructor for excessive absences during the semester.

Late Work, Make-Up Work and Extra Credit Policies:

- Any late work will be graded and returned only at the instructor's discretion. The instructor reserves the right not to grade late work at all.
- There is no make-up work on this course.
- There is no extra credit on this course.

Regular and Substantive Contact Statement:

- Office hours: You can email me at jakirk@ualr.edu with any course questions or concerns. I will normally answer within one working day.
- Instructor presence: I will post instructions weekly; I will provide weekly feedback on assignments; this contact will normally be through Blackboard.

Learning Activities, Assessment, Deadlines and Grading Policy

Weekly Assignments

- Each week you will have a written assignment or quiz to submit. Check Blackboard regularly for details.
- A written assignment or quiz is due every **Thursday by 5 p.m. CST.**
- Work turned in **ON TIME** will be returned the following **Monday by 5 p.m. CST.**

Weekly Written Assignments Grading System

A = 6
 B = 5
 C = 4
 D = 3
 F = 0-2

Quiz Grading System

A = 11-10
 B = 9-8
 C = 7-6
 D = 5-4
 F = 0-3

- There will be 15 weekly assignments in total, including two quizzes each worth 11 points. The minimum cumulative grade possible for these assignments is zero. The maximum cumulative grade possible is 100 (13 x 6 weekly written assignments, plus 2 x 11 point quizzes).

Course Grade

- The course grade will be the total of 13 weekly written assignment grades and two quizzes to give a total percentage out of one hundred.
- To pass the class you must complete **ALL** written work. Failure to complete just one weekly written assignment or quiz may result in an overall fail grade.

Course Grading System

- A = 90%-100%
- B = 80%-89%
- C = 70%-79%
- D = 60%-69%
- F = 0%-59%

Guide to Assignments

Before submitting your assignment, please make sure that it meets the requirements below. If it does not it may be penalized by a lowering of your grade and / or returned to you for correction. All work should be submitted electronically in Blackboard **as a Word Document** by the relevant deadline.

All assignments must contain the following:

- Weekly Assignment number
- Your name
- Course prefix and number
- Date
- Question as a heading. This **MUST** be **EXACTLY** as posted on Blackboard.
- An introductory sentence that outlines your main argument / thesis and summarizes what is to follow.
 - A series of coherent and related sentences / paragraphs.
 - Correct spelling, grammar, punctuation, and presentation.
 - **NEVER** be just a narrative story; it **MUST** contain analysis and interpretation.
 - Draw upon scholarly work for its reasoning and conclusions rather than relying on unsubstantiated personal opinion.
- End with a conclusion which draws together and summarizes your argument / thesis.
 - **NEVER** be pulled from / based on internet websites (other than through academically appropriate search vehicles such as JSTOR).
 - Be submitted electronically through Blackboard.
 - Typed in black on white background
 - One-inch margins;
 - **DOUBLE-SPACED** throughout;
 - Legible 12-point font.

Grading Rubric

The below is a guide to the hallmarks of what an A, B, C, D, F grade assignment will look like:

A Grade

- demonstrates deep understanding and detailed knowledge of the subject, and may show some originality in interpretation or analysis of the question.
- has a coherent structure, demonstrating excellent critical synthesis of primary and/or secondary materials, and may show some innovation in its organizational form.
- shows significant evidence of in-depth reading, with clear indications of **either** independent reading beyond limits of reading lists **or** intensive, detailed and critical reading of prescribed readings.
- has an incisive and fluent style, with no significant errors of spelling, punctuation or grammar.

B Grade

- demonstrates a clear understanding and wide-ranging knowledge of the subject, with a direct focus on question.
- has a coherent structure, demonstrating good critical synthesis of secondary materials.
- shows clear evidence of in-depth reading, with substantial coverage of recommended texts.
- has a fluent style, with few errors of spelling, punctuation or grammar.

C Grade

- demonstrates a basic understanding and knowledge of the subject, with a focus on question.
- has an adequate structure.
- shows evidence of limited further reading, with some coverage of recommended texts.
- has a straightforward style, and may include some errors of spelling, punctuation or grammar.

D Grade

- demonstrates some general understanding and knowledge of the subject, but will also show some weaknesses in detailed understanding or in its range of knowledge. There may be evidence of a lack of clear focus on the wording of the question.
- has a simple structure.
- shows no or very limited evidence of further reading.
- has a simple style, with significant errors of spelling, punctuation or grammar.

F Grade

- demonstrates no understanding of the subject, and fails to address the question in any meaningful way. Information supplied is largely erroneous or has little or no relevance to the question.
- has an inadequate structure, with no sense of a logical argument.

- shows no evidence of further reading.
- has an inadequate style, with significant errors of spelling, punctuation or grammar.

Disclaimer

Class content, times and location may change if unforeseen circumstances arise. The instructor will seek to alert students as soon as is practically possible under such circumstances. Failure to comply with the terms and conditions set out in this syllabus may lead to you being dropped from the class. The instructor reserves the right to waive any of the terms and conditions outlined in the syllabus, **but this is entirely at the instructor's discretion.**

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Class Schedule / Weekly Reading

Week 1. (Beginning Tuesday, January 22)

1. Purchase the textbook. Familiarize yourself with it. Read the “Introduction,” pages 1-3.
2. Read the syllabus. Familiarize yourself with it. Let the instructor know if you have any questions or concerns.
3. Take a look at the Anderson Institute on Race and Ethnicity website:
<https://ualr.edu/race-ethnicity/>

Quiz 1 due by Thursday, January 24 at 5 p.m. CST.

Week 2. (Beginning Monday, January 28)

Read: Charles A. Gallagher, ed. *Rethinking the Color Line: Readings in Race and Ethnicity*, “Race and Ethnicity: Sociohistoric Constructions,” pages 1-39.

Weekly assignment due by Thursday, January 31 at 5 p.m. CST.

Week 3. (Beginning Monday, February 4)

Read: Charles A. Gallagher, ed. *Rethinking the Color Line: Readings in Race and Ethnicity*, “Race and Ethnicity: Contemporary Socioeconomic Trends,” pages 40-58.

Weekly assignment due by Thursday, February 7 at 5 p.m. CST.

Week 4. (Beginning Monday, February 11)

Read: Charles A. Gallagher, ed. *Rethinking the Color Line: Readings in Race and Ethnicity*, "Race as Chameleon: How the Idea of Race Changes over Time and Place," pages 59-118.

Weekly assignment due by Thursday, February 14 at 5 p.m. CST.

Week 5. (Beginning Monday, February 18)

Read: Charles A. Gallagher, ed. *Rethinking the Color Line: Readings in Race and Ethnicity*, "Color-Blind America: Fact, Fantasy, or Our Future," pages 119-151.

Weekly assignment due by Thursday, February 21 at 5 p.m. CST.

Week 6. (Beginning Monday, February 25)

Read: Charles A. Gallagher, ed. *Rethinking the Color Line: Readings in Race and Ethnicity*, "Understanding Racism," pages 151-199.

Weekly assignment due by Thursday, February 28 at 5 p.m. CST.

Week 7. (Beginning Monday, March 4)

Read: Charles A. Gallagher, ed. *Rethinking the Color Line: Readings in Race and Ethnicity*, "How Space Gets Raced," pages 200-252.

Weekly assignment due by Thursday, March 7 at 5 p.m. CST.

Week 8. (Beginning Monday, March 11)

Read: Charles A. Gallagher, ed. *Rethinking the Color Line: Readings in Race and Ethnicity*, "Race and Criminal Justice: Oxymoron or American Tragedy?" pages 253-279.

Weekly assignment due by Thursday, March 14 at 5 p.m. CST.

Week 9. (Beginning Monday, March 18)

No classes: Spring Break

Week 10. (Beginning Monday, March 25)

Read: Charles A. Gallagher, ed. *Rethinking the Color Line: Readings in Race and Ethnicity*, "How Race Shapes the Workplace," pages 280-321.

Weekly assignment due by Thursday, March 28 at 5 p.m. CST.

Week 11. (Beginning Monday, April 1)

Read: Charles A. Gallagher, ed. *Rethinking the Color Line: Readings in Race and Ethnicity*, "Race, Representations and the Media" pages 322-352.

Weekly assignment due by Thursday, April 4 at 5 p.m. CST.

Week 12. (Beginning Monday, April 8)

Read: Charles A. Gallagher, ed. *Rethinking the Color Line: Readings in Race and Ethnicity*, "Crazy Horse Malt Liquor and Athletes: The Tenacity of Stereotypes," pages 353-364.

Weekly assignment due by Thursday, April 11 at 5 p.m. CST.

Week 13. (Beginning Monday, April 15)

Read: Charles A. Gallagher, ed. *Rethinking the Color Line: Readings in Race and Ethnicity*, "Race, Ethnicity, and Immigration," pages 365-422.

Weekly assignment due by Thursday, April 18 at 5 p.m. CST.

Week 14. (Beginning Monday, April 22)

Read: Charles A. Gallagher, ed. *Rethinking the Color Line: Readings in Race and Ethnicity*, "Race and Romance: Blurring Boundaries," pages 423-454.

Weekly assignment due by Thursday, April 25 at 5 p.m. CST.

Week 15. (Beginning Monday, April 29)

Read: Charles A. Gallagher, ed. *Rethinking the Color Line: Readings in Race and Ethnicity*, "Living with Less Racism: Strategies for Individual Action," pages 455-468.

Weekly assignment due by Thursday, May 2 at 5 p.m. CST.

Week 16. (Beginning Monday, May 6)

Quiz 2 due by Thursday, May 9 at 5 p.m. CST.