SOCIETY/ETHN 217  posted 1/7/22
Sociology of Race and Ethnicity Spring 2022
Section 217-001 TTh 11:00am-12:15pm CST; 102 Hamilton Hall (City Campus)
Section 217-002, TTh 8am-9:15am, 107 Burnett Hall (City Campus)
Canvas Course Site: https://canvas.unl.edu/courses/124735

Dr. Regina Werum
Oldfather Hall
Phone: 402-472-3631 (messages)
email access via Canvas

Zoom Office Hours
T/Th 1-3pm CST on Zoom or by appointment

Teaching Assistant:
Ms. Daisy Heinrich; Office Hours TBD; Zoom link to be posted on Canvas

UNL Inclement Weather/Instructional Continuity Plan: If in-person classes are canceled, you will be notified of the instructional continuity plan for this class via the Canvas Course Site.

COVID-19 Protocol:
An individual in this course has a documented need for face coverings to be required in this course. Without divulging personal or identifying information, such a documented need might be that a member of their household is unable to be vaccinated or has a health condition that makes vaccines less effective for them. As a result, the College of Arts and Sciences has determined that face coverings will be required in this course. If you are unwilling to comply with this requirement, please visit with your advisor about different sections or possible alternative courses that you might take in lieu of this one.

University-Wide Syllabus policies:
To access them, go to: https://executivevc.unl.edu/academic-excellence/teaching-resources/course-policies. For ease of access on your part, I also do my best to include an up-to-date list of these policies below.

COURSE OVERVIEW
This course introduces students to the causes and consequences of ethnic and racial stratification in the US and globally. Heads up: This course is not about minorities per se (however defined), but about how the society in which we live affects everyone’s life experiences. Students will learn to read original social science research and be exposed to a broad range of empirical evidence. In the course of the semester, students also will become familiar with different theoretical explanations for ethnic and racial inequality, and we will examine how lifelong socialization as well as various social institutions, norms, laws, and cultural practices create group-specific and racialized effects in every aspect of our lives. This course takes an explicitly comparative-historical and comparative-international perspective. While 2/3 of the course focuses explicitly on race/ethnic relations in the United States, the final third of the semester focuses on comparative case studies of genocide and colonialism. By the end of the semester, students should have a thorough understanding of how the social context in which we live affects our lives – at “micro” or interactional levels, “meso” or group and organizational levels, and “macro” or structural and global levels. This 200-level class is reading-intensive. If you have questions about course expectations, please feel free to talk with your advisor or with me so we can provide support that facilitate your academic success.

COURSE MATERIALS
Please purchase:
Steinberg, S. 2001. The Ethnic Myth: Race, Ethnicity, and Class in America. (henceforth TEM)
Use the UNL Bookstore or your favorite vendor. Also available on short-term reserve at Love Library.

All other assigned readings are placed on e-reserves, available via CANVAS. E-reserves readings indicated by the acronym “RCL” are excerpted from an anthology (Gallagher, C. 2019. Rethinking the Color Line. 6th ed. McGraw/Hill.). For questions/problems regarding e-reserves, please contact me.
GROUND RULES
Instructor:
I reserve the right to change all aspects of the syllabus. This includes assessment dates/formats. All changes will be announced in class and on Canvas with ample lead time. I am available for scheduled virtual office hours on class days and for individual appointments as needed – during regular business hours (8am-5pm CST) unless students have a compelling reason to request meetings outside those hours. In-person meetings can be arranged if needed. I will strive to provide feedback/respond to emails within 48 hours. However, if you have an urgent subject that you need to discuss you should send me an email (please list as subject line “SOCI 217 urgent”). I will monitor Canvas discussion posts but not respond to them or grade them unless they violate course expectations. While I reserve the right to give “pop quizzes” with little/no announcement should class participation falter, I detest them as much as you do.

Student Code of Conduct and Academic Integrity:
By attending this class you agree to adhere to the academic honor code. Academic honesty is essential to the existence and integrity of an academic institution. The responsibility for maintaining that integrity is shared by all members of the academic community. The UNL Student Code of Conduct addresses academic dishonesty. Students who commit acts of academic dishonesty are subject to disciplinary action and are granted due process and the right to appeal any decision. The UNL Student Code of Conduct applies to all aspects of the course, whether activities are held in person, hybrid, or online, in a synchronous, real-time or asynchronous manner. You can find it at: https://studentconduct.unl.edu/Student%20Code%20of%20Conduct%20May%20Rev%202014%20a.pdf.
For additional information about plagiarism as a form of academic dishonesty subject to university regulations, please visit http://www.unl.edu/gradstudies/current/integrity#plagiarism.

I invite all of you to join me in actively creating and contributing to a positive, productive, and respectful class culture. Each student contributes to an environment that shapes the learning process. Whether we meet in person or virtually/in cyberspace, in small groups or large ones, rules of engagement are important. For information on basic "netiquette" visit http://www.albion.com/netiquette/corerules.html. When in doubt, please remember the Golden Rule. Disruptive behavior or discourteous manners and speech, online or in person, will have consequences for your course grade and may carry further consequences if it violates the Student Code of Conduct.

Moreover, any work and/or communication to which you are privy as a member of this course should be treated as the intellectual property of the speaker/creator and is not to be shared outside the context of this course. Students may not make or distribute screen captures, audio/video recordings of, or livestream, any class-related activity, including lectures and presentations, without express prior written consent from me or an approved accommodation from Services for Students with Disabilities. If you have (or think you may have) a disability such that you need to record or tape class-related activities, you should contact Services for Students with Disabilities. If you have an accommodation to record class-related activities, those recordings may not be shared with any other student, whether in this course or not, or with any other person or on any other platform. Failure to follow this policy on recording or distributing class-related activities may subject you to discipline under the Student Code of Conduct.

FERPA/Privacy and Confidentiality:
Before we begin (and you participate in) any class-related activity, please be aware that others, whether enrolled in our course or otherwise, may be nearby during discussions or break-out group activities and may hear/learn everything you say or write.

Similarly, before we engage in virtual one-on-one conversations (e.g., office hours), there may be others nearby during our discussion that I cannot see. During our conversation, I might reference academic information that is protected by the Family Educational Rights and Privacy Act (FERPA). In that case, our conversation can only continue provided you feel comfortable with situation. Please alert me in advance if there are things you’d prefer I not share in such conversations or share only using the chat function.

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Visitors are welcome to attend in-person and virtual (real-time or asynchronous) sessions as personal guests of students if they have also been invited by the instructor. Please ask your host to introduce you to me before the start of a class activity you wish to visit/observe. I expect guests to adhere to the same rules that apply to students. For the purpose of this class, the university’s Trespass Policy (Regents’ Policy 6.4.7) also applies to spaces/activities conducted online. It states: “The areas of University academic, research, public service, and administrative buildings of the University used for classrooms, laboratories, faculty and staff offices, and the areas of University student residence buildings used for student living quarters are not open to the general public. Any person not authorized to be or remain in any such building area will be deemed to be trespassing on University property and may be cited and subject to prosecution for criminal trespass in violation of Neb. Rev. Stat., § 28-520 or § 28-521.”

Student Feedback and Concerns:
Your experience with learning in this course is important to me. If you have questions, concerns, or positive feedback, please contact me using one of the ways indicated at the top of the syllabus. If I am unable to respond, or you feel I've not adequately addressed your concerns, you can contact our department staff (Lori Ratzlaff (lratzlaff1@unl.edu) or Deborah Schaben (sociology@unl.edu)). If your concern is still not resolved, please contact the department chair, Jolene Smyth (jsmyth2@unl.edu). If all else fails, please contact the College of Arts and Sciences at 402-472-2891.

Diversity and Inclusion:
As an ACE 9 and CDR class, this course frequently covers charged and sensitive topics. Students from diverse backgrounds and perspectives form its intellectual community, and I welcome all students here. I strive for all students to benefit from the course and am committed to presenting material in ways that are respectful of all imaginable forms of diversity, while supporting those who have traditionally been marginalized. Similarly, all students shall exhibit respect for each other so that we can foster an engaged learning environment. Please communicate barriers to learning, and I will strive to remove them. I encourage and appreciate suggestions for improvement. Together, let us foster an inclusive community.

Services for Students with Disabilities:
The University strives to make all learning experiences as accessible as possible. If you anticipate or experience barriers based on your disability (including mental health, chronic or temporary medical conditions), please let me know immediately so that we can discuss options privately. To establish reasonable accommodations, I may request that you register with Services for Students with Disabilities (SSD). If you are eligible for services and register with their office, make arrangements with me as soon as possible to discuss your accommodations so they can be implemented in a timely manner. SSD contact information: 117 Louise Pound Hall; 402-472-3787.

Gender-Neutral Bathrooms: Visit involved.unl.edu/unl-gender-neutral-bathrooms.
COURSE GOALS
The goal of this course is to provide students with an overview of this particular substantive area in Sociology. This includes learning about concepts, theories, and methods used to conduct research in this substantive field. The course will expose students to historical trends and changes, current empirical data and research, and new directions in the field. Throughout the course, students will practice analyzing course materials critically, using their growing substantive and theoretical know-how. The course will provide students with opportunities to learn about racial and ethnic inequalities in the US and globally, to reflect on their own and others’ experiences, and to engage in exercises designed to tackle gnarly social problems.

COURSE OBJECTIVES
1. Disciplinary Objectives:
By the end of the semester, students in this Sociology class will learn to:
   - Define key sociological concepts related to this topic/field.
   - Compare/contrast theoretical arguments related to this topic/field.
   - Find reliable empirical data or other credible information and interpret it using concepts/theories.
   - Analyze the theoretical perspectives of others (authors, peers).
   - Critique others’ and their own perspectives.
   - Design policy or applied interventions aimed at mitigating inequalities in specific areas of life.

2. Institutional Objectives:
   2.1 Achievement Centered Education (ACE) Designation:
   As an Achievement-Centered Education (ACE) certified class, SOCI/ETHN 217 Sociology of Race and Ethnicity will facilitate ACE Learning Outcome #6 (using knowledge, theories, methods, and historical perspective appropriate to the social sciences to understand and evaluate human behavior).
   Objectives: Following the completion of this course, students will be able to:
   - Explain the impact of social processes (social institutions, social structure, culture, groups, etc.) on the lives of individuals, including yourself.
   - Define and apply fundamental sociological theories and concepts to human behavior.
   - Identify empirical patterns and causes of social inequality in the United States related to social class, race and ethnicity, and gender.

This course, SOCI/ETHN 217, will also facilitate ACE Learning Outcome #9: “Exhibit global awareness or knowledge of human diversity through analysis of an issue.”
   Objectives: Following the completion of this course, students will be able to:
   - Employ the “sociological imagination,” as it addresses the relationship between individuals and society. View human diversity through this sociological lens.
   - Explain the connection between social inequality (broadly defined) and human diversity, including the role of social construction and reproduction.
   - Explain how social inequality impacts various groups, and how institutional arrangements influence groups’ social status or position(s).
   - Identify how the intersections of ascribed statuses such as age, ability, class, ethnicity, nationality, race, sexuality affect a variety of individual and group-level outcomes.
   - Identify patterns of social inequality in Nebraska, the United States, and around the world.

2.2 College Distribution Requirement – Diversity in U.S. Communities Designation:
This course, SOCI/ETHN 217, also meets a College Distribution Requirement (CDR) in the College of Arts and Sciences, specifically on the issue of Diversity in U.S. Communities.
   Objectives: The course will facilitate learning material that helps students
   - Gain knowledge about human diversity.
   - Examine practices and customs, or norms in the United States that shape inequalities.
   - Provide opportunities for students to self-reflect.
   - Develop capacity to listen and discuss.
Opportunities to meet ACE and CDR Learning Outcomes: Class attendance/participation, lectures, exercises, reading assignments, as well as written assessments and other pedagogical tools used in this class are calibrated to assist students in their efforts to meet the learning outcomes described above. I reserve the right to change the dates, format, and manner in which assessments are administered. Student learning outcomes will be assessed via 3 multiple-choice and essay-based exams, attendance and participation in class, participation during in-class problem-solving exercises, written reflections.

ASSESSMENTS AND GRADE COMPONENTS
The Academic Honor Code applies to all aspects of the course. I take it seriously. So should you.

1. Three exams. 66% of your final course grade.
Each of the 3 exams will be administered via our course-related CANVAS site. Details on Canvas in the Assignments Module. Exams will be preceded by an opportunity to ask review questions in class, and/or consult with the TA or me during office hours/on zoom. I encourage you to study in groups (be “study buddies”), and to use individual meetings with the T.A. and me during office hours for matters not of interest to your peers.

Each exam contributes 22% to your final grade. Together, the three exams comprise 66% of your final course grade. The syllabus is organized accordingly: Content for Exam I will include lectures/readings assigned prior and up to Exam I. Content for Exam II will include lectures/readings assigned after Exam I and prior and up to Exam II. Content for Exam III will include lectures/readings assigned after Exam II and prior and up to Exam III. Exams generally are not cumulative, except with regard to the theories.

Each exam is based on a 100-point scale and consists of two parts: multiple-choice questions and short-answer essay questions. The essay-based portion will also contain extra credit options. You can earn these extra credit points by completing additional, non-required readings that are clearly indicated in italics on the syllabus. Points earned this way go towards the exam component of your grade.

The time period for Exam 1 is Friday, 2/18 (6am) to Sunday 2/20/22 (11:59pm).
The time period for Exam 2 is Friday 4/1 (6am) to Sunday 4/3/22 (11:59pm).
The final exam takes place during the finals period: Monday, May 9 (6am) to Wednesday, May 11 (noon).
Each exam component (MC, essays) is accessed separately on Canvas. You will have one attempt per exam component. While each exam is available in Canvas over several days, you will have a total of 4 hours per exam to complete both components/all questions. Exams are timed and have deadlines (Central Standard Time Zone). Late submissions are not accepted, except by permission of the instructor. Make-up policy requires proof that you were unable to take the exam in the regularly scheduled time frame for reasons beyond your control. Please see me before an exam if you have any further questions. I will do my best to grade exams within a week of the submission deadline and post grades on Canvas. Details on Canvas in the Assignments Module.

Student Code of Conduct and Academic Integrity expectations apply. Turnitin will be activated for the essay portion. Respondus is required. Please download it by the end of Week 4 -- prior to the first exam. Respondus will be calibrated so you can access only SOCI/WMNS 200-related open notes and readings. Course-related notes, plus lecture materials and readings posted on Canvas are allowed for all exams. Accessing other sources or assistance, online or otherwise, is disallowed. Caveat: The time limits associated with exams make it unwise to rely extensively on the “open notes/books” option. Instead, students are advised to prepare well in advance. I reserve the right to change the dates, format, and manner in which tests/assessments are administered.
2. **Attendance and Participation. 34% of your final course grade.**

5 **Written Assignments.** They comprise 14% of your final course grade.

- Three written assignments. They are required but ungraded, meaning that simply completing and turning them in will earn you full credit. The first one is due in Week 1, **Friday, January 21.** The second one is due in Week 3, **Friday, February 4.** The third one is due Week 15, **Friday, April 29.** These three reflections can be submitted early, if you wish. Together they comprise 9% of your final course grade. Details on CANVAS in the Assignments Module.

- Two essays called “Credible News Exercise” or “CNE.” They are required and graded, meaning that in addition to completing and turning them in, a grading rubric will be used. **However, only the better of the two will count.** The first one is due in Week 7, **Friday, March 4.** The second one is due in Week 13, **Friday, April 15.** Worth 5% of your final course grade. Details on CANVAS in the Assignments Module.

**Regular attendance** in class. This comprises 10% of your final course grade. You will sign an attendance sheet each day. If you have more than three unexcused absences during the semester, I reserve the right to lower your grade for poor attendance. Thus, if you know in advance that you will miss a class (e.g., due to illness), please email be before class, or as soon as you can, to excuse your absence that day. It is your responsibility to obtain lecture notes from your fellow students. I expect all of us to be punctual. I reserve the right to count late arrival as an absence. Regular attendance will help your academic standing, especially if you have a "borderline" grade (e.g., A-/B+). To access UNL’s attendance policy guidelines, go to [https://www.unl.edu/facultysenate/spring-2022-class-attendance-policy](https://www.unl.edu/facultysenate/spring-2022-class-attendance-policy).

**Active participation** in class. This comprises the remaining 10% of your final course grade. It includes being attentive and participating constructively in class discussions. I expect students to come to class prepared. It also includes active participation in your “zoom pod” at least during the second week of the semester. Details discussed in class. **Should we pivot to (a)synchronous format, expectations remain the same: Attendance gauged by zoom presence; participation based on chat and break-out room or other forms of engagement.**

**Grading Scale:**

- 97 – 100% = A+
- 93 – 96% = A
- 90 – 92% = A-
- 87 – 89% = B+
- 83 – 86% = B
- 80 – 82% = B-
- 77 – 79% = C+
- 73 – 76% = C
- 70 – 72% = C-
- 67 – 69% = D+
- 63 – 66% = D
- 60 – 62% = D-
- 0 – 59% = F

UNL does recognize a D- as a passing grade. However, to count this class for your major, you need a "C" (=75) average in all aspects of the course -- including assessments and participation.

**Should our class have to pivot to synchronous online lectures via zoom (see COVID/inclement weather protocols), the expectations remain the same (attendance gauged by zoom presence; participation based on break-out room or other forms of engagement).**
DR. WERUM’S RECIPES FOR SUCCESS

**Best strategies to use, if you are interested in earning a high grade:**

_Students should plan_ to spend approximately 9 hours per week on course-related work (lectures, reading, studying, assignments). Regardless of delivery (in person or online), standard guidelines for a 3-credit hour class specify that every credit hour is expected to require approximately 3 hours of effort/time on the student’s part. Of course, this varies a bit by student. For freshmen and transfer students it may take longer than for seniors or majors with background in the field. To optimize time management, please make yourself a schedule that devotes time to this class.

- I recommend ~1.5 hours per weekday. “Cramming” is a notoriously bad idea (and boring).
- I recommend students attend lectures (TTh) and complete readings (MWF) for the relevant week. Then complete any written assignments that require mastery of the week’s or section’s material, usually submitted via canvas.
- I anticipate students will spend 2.5 hrs/week with lecture content; 3 hrs/week reading; 2 hrs/week studying & summarizing readings; plus time to complete written assignments/assessments.
- I actively encourage students to study in pairs/groups before exams in a manner that fits their style and capacity/situation. If you need assistance finding a suitable “study buddy” please let me know.
- Students should check the class CANVAS site regularly for syllabus updates, announcements, assignments, readings, and other course documents posted.
- Students should _prepare_ before attending class-related activities. This includes completing readings for each class by the target date in the syllabus.
- Students should _take their own notes_ during lecture and need to master lecture content on their own. Do not rely purely on instructor-provided handouts.
- Students should _review_ material posted on Canvas in advance of each scheduled exam.
- Students should complete assignments and participation-based activities on time.
- Students should seek one-on-one consultations with the instructor or the TA during office hours/zoom as needed.

**This is a reading-intensive course. You need to master reading comprehension on your own.**

- Typically, we will not talk about the readings in class. On Canvas, two handouts will assist you as you prepare for exams: A reading guide and a template to summarize readings.
- On Canvas, you will also receive study guides before each exam to help you focus on key topics raised in lecture and reading materials.
- Please read all academic articles/chapters for content and for their theoretical perspective, where applicable. Use the guides on readings and summaries provided.
- Please read the newspaper clips assigned for content only, as they are purely informational.
- Please read the articles marked _in italics_ as well, if you are interested in earning “extra credit” points towards your exam grades. Please read them for content only.
- Please read the assigned materials for each week by the target date in the syllabus. _Please note that reading loads can be uneven across weeks -- and plan accordingly._

**Discussion Boards: AKA “The Bane of Our Existence.”**

No official discussion boards (asynchronous, written communication) will be established in Canvas. You may of course engage on discussion boards, especially associated with your “Zoom Pod Group”._Unless indicated otherwise, posting on class-related discussion boards is NOT required and will not affect your course grade._ However, students who use discussion boards inappropriately (see GROUND RULES above) may face a reduction in course grade or worse if it involves a breach of the Student Code of Conduct. Please use them judiciously. For example, they are great for interactions at your discretion: finding a peer mentor or study group, or alerting your peers to an interesting documentary or article you’ve encountered. They are not the place for asynchronous discussions of sensitive topics, ad hominem attacks, and the like.
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<tr>
<th>MEETINGS</th>
<th>TOPICS</th>
<th>READINGS FOR PART I: CONCEPTS AND THEORETICAL PERSPECTIVES</th>
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<tbody>
<tr>
<td>Week 1</td>
<td>Introduction</td>
<td>First day of Class: RCL #8 (Davis, “Defining Race” plus Seeing the Big Picture/SBP, p. 71)</td>
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<td>Jan 18/20</td>
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<td>Thursday: Steinberg pp. xiii-xiv and chapter 1 (pp. 3-43) in TEM</td>
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<td>RCL #9 (Wilkins, “A Tour of Indian Peoples &amp; Indian Lands” plus Seeing the Big Picture/SBP)</td>
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<td>RCL #11 (Selod &amp; Embrick, “Racialization and Muslims” plus SBP)</td>
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<td>Extra Credit: NYT “A Daughter Discovers Branches of the Family Tree…” 11/7/07</td>
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<td>Wash Post “Trump Officials Unveil New Citizenship Test” 11/13/20</td>
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<td>Assignment #1, motivational essay, due Friday, January 21. Details on Canvas. Honor Code applies.</td>
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<td>Jan 25/27</td>
<td>Explanations</td>
<td>RCL #4 (Iceland, “Race and Ethnicity in America”)</td>
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<td>RCL #16 (Blumer, “Race Prejudice as a Sense of Group Position” plus SBP)</td>
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<td>Engage in scheduled “zoom pod” discussion by 5pm Friday, January 28. Details on Canvas.</td>
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<td>Week 3</td>
<td>Theories: Conflict</td>
<td>RCL #3, (Omi &amp; Winant, “Racial Formations”)</td>
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<td>Feb 1/3</td>
<td>Explanations</td>
<td>RCL #5 (Bonilla-Silva, “Racialized Social System Approach to Racism” plus SBP p. 39)</td>
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<td>Steinberg, pp. 77-81 and pp. 106-127 (Ch. 4) in TEM</td>
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<td>Combahee River Collective “A Black Feminist Statement”</td>
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<td>Extra Credit: Eavis, “Race Strongly Influences Mortgage Lending in St Louis” (NYT 2016)</td>
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<td>Assignment #2, reflection essay, is due Friday, February 4. Details on Canvas. Honor Code applies.</td>
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<td>Week 4</td>
<td>Culture</td>
<td>Steinberg, ch. 3 (pp. 82-105) &amp; ch. 5 (pp. 128-150) in TEM</td>
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<td>Feb 8/10</td>
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<td>RCL #39 (Merskin, “Winnebagos, Cherokees… The Persistence of Stereotyping…” plus SBP p. 360)</td>
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<td>Davis, “Outcast Mothers and Surrogates”</td>
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<td>Extra Credit: RCL #37 (Thakore)</td>
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<td>Week</td>
<td>Reading</td>
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| Week 5 Feb 15/17 | Immigration | RCL 41 (Fitzgerald & Cook-Martin, “Culling the Masses … Immigration Policy…”)
Estrada et al., "Chicanos in the United States" (long reading!)
**Extra Credit:** NYT “Wide Disparities Found in Judging of Asylum Cases” 5/31/07

The time period for Exam 1 is Friday, February 18 – Sunday February 20. Content includes readings and lectures through 2/17 (Weeks 1-5). Details on Canvas. Honor Code applies. |
RCL #46 (Livingston & Brown, “Interrad in the US…”)
**Extra Credit:** Wash Post, “Are You Alone Now?” 6/30/18 |
| Week 7 Mar 1/3 | Education | Gallo “The Effects of Gendered Immigration Enforcement …”
Steinberg, chapter 9 (pp. 222-252) in TEM
**Extra Credit:** Dillon, “Law to Segregate Omaha Schools Divides Nebraska (NYT 2016)
Stewart, “This Mostly White City Wants To …” (NPR 12/19/16)

**Assignment #3, the first Credible News Essay/CNE essay, is due Friday, March 4. Details on Canvas. Honor Code applies.** |
| Week 8 Mar 8/10 | Neighborhoods & Communities | Hamilton & Faminghetti, “State of the Union 2019: Housing”
Urban Institute, “New Data Suggest…”
**Extra Credit:** Wash Post “Racist Housing Covenants Haunt Property Records…” 10/21/20
NYT “Hidden in Plain Sight: The Ghosts of Segregation” 11/30/20 |
| Week 9 Mar 13-20 | SPRING BREAK | NO CLASSES |
| Week 10  | Economy & Work | Steinberg, chapter 7 (pp. 173-200) in TEM  
|          |                |  
| Week 11  | Law and the Criminal Justice System | Light et al., “Citizenship and Punishment: The Salience of National Membership …”  
|          |                | Rios, “The Consequences of the Criminal Justice Pipeline…”  
|          |                | *Extra Credit:  
|          |                | Harris, “Police Killings and Violence are Driving African Americans Crazy”  
|          |                | Or listen to the 40-min. podcast: “Spillover Effects of Violence on Black Americans” (Podcast #94)  
|          |                | Wash Post “The 4-Decade Rise in State Imprisonment, in one animated GIF”  
|          |                | [12/4/14](12/4/14)  
|          |                |  
|          |                | The time period for Exam 2 is Friday, April 1 - Sunday April 3. Content includes readings and lectures assigned 2/22 through 3/31 (Weeks 6-11). Details on Canvas. Honor Code applies.  
|          |                |
| Week 12 | Social Movements | Blee, “100% Cooperation: Political Culture in the Klan”
Chow/NPR, “What the Ebbs and Flows of the KKK can tell us about White Supremacy Today”

*Extra Credit: NYT “Far Right Groups are Behind...” 10/24/20* |
|---|---|---|
Sadowski, “Ethnic Conflict”
Nikolic-Ristanovic, “Living Without Democracy and Peace”

*Extra Credit: BBC “Europe and Right-Wing Nationalism”* |
| Week 14 | South America | Strochlic & Bruce, “A Photographer’s Journey into Haiti’s Cholera Crisis.”
Brecken, “Why You Need to Know about Guatemala’s Civil War”

*Extra Credit: Du Bois, “Africa and the Slave Trade” p. 30-32 in Zuckerman (ed.)* |
| Week 15 | Africa & Middle East | Khedery, “Iraq in Pieces”
Tharoor, “The Forgotten Story of European Refugee Camps in the Middle East”
Anderson & Finkel, “Bethlehem 2007 A.D.”

*Assignment #5, biograph. essay, is due Friday, April 29. Details on Canvas. Honor Code applies.* |
| Week 16 | Summary/Review | Bell-Fialkoff” A Brief History of Ethnic Cleansing”
Etzioni, "The Evils of Self-Determination"

*Extra Credit: Iftikhar, “The Muslim World Failed Syria Long Before Anyone Else Did” (Wash Post 12/16/16)* |
COURSE RULES AGREEMENT PAGE

PLEASE COMPLETE AND RETURN THIS PAGE TO INSTRUCTOR VIA CANVAS

Spring 2022
Sociology/ETHN 217
Dr. Werum

By signing this statement, I acknowledge that I have received and read Dr. Werum’s syllabus. I pledge to follow the rules and norms outlined therein, as well as amplifications explained in class/on Canvas. I understand that breaching the rules may affect my course grade, regardless of my academic performance.

_________________________________________  ______________
Signature                                           Date

_________________________________________
PRINT NAME