

**Department** .: Sociology

**Course number** : Soci 240W

**Title** : Ethnicity and Race

**Credits** : 3

**Contact Person** : Brad Wright

**Catalog Copy** : Soci 240. Ethnicity and Race. Either Semester. Three credits . *Villemez* . Ethnic groups, their interrelations, assimilation, and pluralism. Culture, and identity that arise from differences in race, religion, nationality, region, and language.

Soci 240W. Ethnicity and Race. Prerequisite: Engl 110 or 111 or 250.

**W Criteria** :

The objective of this course is for students to understand and apply theoretical and empirical tools introduced in the course to understand and evaluate sociological concepts of ethnicity and race and to gain a basic understanding of the history of American policies in regards to ethnicity and race.

To enable and enhance achievement of these learning objectives, students are required to write a paper (minimum 15 pages) analyzing a recent book presenting original research on race and ethnicity in the United States. In the paper, students must explain the significance of the research for the field, summarize the author's arguments and research findings, and then critically analyze the content of the book by applying the theoretical perspectives, methodological principles, and empirical "facts" learned in class. The paper counts for 33% of the course grade and must be passed in order to pass the course (as stipulated in the syllabus).

Additional written work is required of students in the course, including approximately 15 short in-class essay quizzes that focus on comprehension of material in the readings (33% of course grade) and essay questions on the final exam (33% of course grade).

There are three modes of writing instruction employed in the course. First, early in the semester, the instructor provides formal instruction to the class regarding the requirements of the paper assignment, desired structure of the paper, and how to avoid common mistakes in academic writing (e.g., the use of passive voice, contractions, sentence structure). Second, students are required to turn in a *complete* , initial draft of their paper between weeks 8 and 10 of the semester. The instructor provides detailed written commentary on each student's initial draft focusing on mechanics (e.g., grammar, clarity, organization) and analytic quality (e.g., accurate comprehension of theory and research, creative application of theories from class). As well, the instructor provides in-class discussion of common problems evidenced in the students' initial drafts. Finally, the instructor actively encourages students to take advantage of one-on-one writing assistance during office hours, via email, and during appointments scheduled at the student's request.

All students must turn in a revised, final draft of their paper. For the revision, students are required to address all of the instructor's comments made on the initial draft (clearly stipulated in the syllabus as one criterion for grading). To ensure students fully address these comments in their revision, they are required to turn in a copy of the initial draft that includes the instructor's commentary along with their final draft. Students' grade on the final draft reflects the analytic and creative quality of the substance of the paper, writing mechanics (e.g., grammar, clarity, organization), and the extent to which students successfully addressed the instructor's comments on the initial draft.

**Role of Grad Students** : None