

Saint Leo University
SOC 110HM
Building a Multiracial Society

Course Description:

Are multiracial societies necessarily colorblind, and should they be? This course explores how colorblindness in multiracial societies can be analyzed through sociological theories and research methods. Students will read multiracial perspectives; analyze race and colorblindness in their everyday lives; and prepare themselves for entering a multiracial/global world, using their critical-thinking skills to separate myth/ideal from data/evidence.

Prerequisite:

None

Textbooks:

Text:

McClure, Stephanie, M. (2017). *Getting Real About Race: Hoodies, Mascots, Model Minorities, and Other Conversations*. 2nd ed. Sage Publications, Inc. ISBN – 13: 978-1-5063-3930-6

In addition, other required readings for the course can be accessed on the LibGuide at <http://slulibrary.saintleo.edu/c.php?g=367982&p=2487068> . If link does not work, go to website→Libguides→University Explorations→SOC-110-HM

Learning Outcomes:

As a result of taking this course, students should be able to:

1. Define the concept of “race” using sociological and other scientific evidence through exams, presentation and participation (quizzes and discussions).
2. Assess the influence of social norms and/or values on social or cultural phenomena *in discussing what “colorblindness” is and be able to analyze how it manifests itself in a multiracial society, both as an ideal and as an impediment to racial democracy through the Course Paper, exams, presentation and participation (quizzes and discussions)*. **HM2**
3. Interpret for intended and unintended meaning *through analysis of how various multiracial groups fare in social institutions (housing, economy, media) through the Course Paper, exams, presentation and participation (quizzes and discussions)*. **CT1**
4. Describe how immigration policies impact multiracial societies and black/white racial binaries through exams, presentation and participation (quizzes and discussions).
5. Analyze the contributions of diverse social groups to society *in regard to various social change efforts for reducing inequality in multiracial societies, especially with respect to how those efforts exemplify the Saint Leo core value of community through the Course Paper, exams, presentation and participation (quizzes and discussions)*. **HM1**

Core Value:

The core value of community will be emphasized as students learn how they share their world with multiple racial others, learn bases of connection with others who are unlike themselves, and consider social justice efforts to make societies more equitable to all, regardless of “race.”

Community: Saint Leo University develops hospitable Christian learning communities everywhere we serve. We foster a spirit of belonging, unity, and interdependence based on mutual trust and respect to create socially responsible environments that challenge all of us to listen, to learn, to change, and to serve.

Evaluation:

Item	Points Each	Points Total	Percent Each	Percent Total
Examinations (2)	30	60	20%	40%
Course Paper – Film Selection & Outline (1)	40	40	15%	15%
Course Paper – Final (1)	60	60	20%	20%
Class Presentation PowerPoint (1)	100	100	4%	4%
Class Presentation Discussion (1)	10	10	1%	1%
Quizzes (6)	30	180	2%	12%
Discussions (8)	10	80	1%	8%

Examinations L.O. 1-5

There will be a midterm and a final examination. Both will consist of essay questions and the final exam will be cumulative, due the nature of the material and its progression.

(UE Key Assignment) Course Paper L.O. 2,3 and 5

Students will choose a film from the pre-approved list provided in the module (or another title with instructor approval) and will be expected to apply the material covered in class (especially Bonilla-Silva's 4 frames of colorblind racism) to their everyday social world. Film Selection and Outline are due in Module 4 and will be sent to your instructor via email.

As his/her critical-thinking decision-making objective, the student should decide whether the societal evidence he/she reviews in the paper (a) demonstrates the typical colorblind pattern that Bonilla-Silva describes in the textbook; or (b) reveals a more progressive and/or minority pattern; or (c) some combination of the above; or (d) some other pattern not discussed in the textbook but worth exploring in future research. The student may find that the quotes he/she analyzes deliberately challenge one of the 4 frames of colorblindness in some way, and he/she can note this in the paper as well. Each paper should consider the implications of the analysis of colorblindness for the future of a multiracial society. In other words, how do the representations discovered in your analysis help and/or hinder a society's progress toward inclusive multiracial democracy? Submit the Course Paper **to Chalk and Wire no later than Sunday 11:59 EST/EDT of Module 8**. The Course Paper Chalk & Wire link is located in the Module 8 folder. Students who do not submit the assignment to Chalk & Wire will receive a zero. This is a key assignment assessment; the results are used to ensure students are meeting University Exploration program goals. Video and PDF instructions can be found on the course home page. PDF instructions are also located in the Start Here folder.

The paper should present quotes that illustrate all 4 frames of colorblindness and analyze them accordingly. The student's submission will be graded using the UE SLO rubric.

[NOTE: Regardless of the film chosen, students should write a minimum of 6 pages total as part of their paper.]

Class Presentation and Class Presentation Discussion L.O. 1-5

Students will be responsible for presenting to the class at least one assigned reading during the semester. This will be done through a PowerPoint presentation and a threaded discussion board. Students should evaluate the assigned reading based on the nine universal intellectual standards as outlined in *The Miniature Guide to Critical Thinking: Concepts and Tools* (Paul & Elder, 2009) [available in the Start Here]: clarity, accuracy, precision, relevance, depth, breadth, logic, significance, and fairness.

Below is a template for analyzing the reading (Paul & Elder, 2009:11):

- 1) The main purpose of the article/reading is _____.
- 2) The key question the author is addressing is _____.
- 3) The most important information in this article/reading is _____.

- 4) The main inferences/conclusions in this article/reading are _____.
- 5) The key concepts we need to understand in this article/reading are _____.
- 6) The main assumption(s) underlying the author's thinking is (are) _____.
 - a. If we take this line of reasoning seriously, the implications are _____.
 - b. If we fail to take this line of reasoning seriously, the implications are _____.
- 7) The main point(s) of view presented in this article is (are) _____.

Student presentations should encourage dialogue among other students, and collaboration with peers on arriving at answers to these questions, emphasizing the core values of community and respect, learning how to appreciate diverse viewpoints both in and outside of the classroom community.

Quizzes L.O. 1-5

There will be a total of six quizzes given throughout the term. They will consist of essay questions and will focus solely upon content presented in the module given.

Class Discussion L.O. 1-5

Students will participate in a graded discussion in each module. See the Start Here menu for the Discussion Guidelines.

Grading Scale:

Grade	Score (%)
A	94-100
A-	90-93
B+	87-89
B	84-86
B-	80-83
C+	77-79
C	74-76
C-	70-73
D+	67-69
D	60-66
F	0-59

Course Schedule:

Module 1 Defining Race in a Multiracial Society

Objectives

When you complete this module, you should be able to:

- Define the concept of “race” using sociological and other scientific evidence.
- Differentiate between ethnicity and race.
- Distinguish between micro (self-identification) and macro (societal categories) as applied to race, with an eye toward how power and inequality shape it, which is more salient in everyday life for individuals.

Assignments:

Items to be Completed:	Due No Later Than:
Post an introduction to the class	Thursday 11:59 PM EST/EDT
Read the assigned materials	
Complete the Practice Quiz	
View the Blue-eyed/Brown-eyed video	
Complete the Sorting People activity	
Post an initial response to the discussion question	Thursday 11:59 PM EST/EDT
Post responses to at least two classmates	Sunday 11:59 PM EST/EDT
Complete the Module 1 Quiz	Sunday 11:59 PM EST/EDT
Begin working on the Course Paper	Sunday 11:59 PM EST/EDT of Module 4

Module 2 What Is Colorblindness? Why Problematic?

Objectives

When you complete this module, you should be able to:

- Understand how racism as a sociological concept is different from personal prejudice (micro).
- Describe what colorblindness is and be able to analyze how it functions both as an ideal and as an impediment to racially inclusive democracy.
- Summarize how denial works to elevate intent over effect, and how placing more attention on effect is crucial to analyzing how racism separates us.

Assignments:

Items to be Completed:	Due No Later Than:
Read the assigned materials	
Complete the Practice Quiz	
View the Racism in America video	
View the Me, My Race, and I slideshows	
Post an initial response to the discussion question	Thursday 11:59 PM EST/EDT
Post responses to at least two classmates	Sunday 11:59 PM EST/EDT
Complete the Module 2 Quiz	Sunday 11:59 PM EST/EDT
Begin working on the Class Presentation	Sunday 11:59 PM EST/EDT of Module 7

Module 3 How Is Colorblind Racism Present in Everyday Talk?

Objectives

- When you complete this module, you should be able to:
- Distinguish between the 4 frames of colorblind racism.
 - Identify six semantic moves (rhetorical devices) that form the style of colorblindness in everyday talk.
 - Understand the sociological significance of stories being told in similar, patterned ways, and the sociological distinction between patterns (e.g., colorblind) and outliers (e.g., progressive—to be covered in Module 7).

Assignments:

Items to be Completed:	Due No Later Than:
Read the assigned materials	
Complete the Practice Quiz	
View the Race, Class, and Hurricane Katrina video	
Complete the Racism in the News activity	
Post an initial response to the discussion question	Thursday 11:59 PM EST/EDT
Post responses to at least two classmates	Sunday 11:59 PM EST/EDT
Complete Exam 1	Sunday 11:59 PM EST/EDT

Module 4 Race and Work: Colorblind Storylines vs. Reality

Objectives

- When you complete this module, you should be able to:
- Identify the four major storylines of colorblind racism.
 - Summarize typical forms of testimony and how they work as strategies of positive self-presentation.
 - Analyze how storylines take attention away from continued evidence of racism in workplace.
 - Understand concepts of social capital and glass ceiling.

Assignments:

Items to be Completed:	Due No Later Than:
Read the assigned materials	
Complete the Practice Quiz	
View the African American workers video	
Complete the Racial-Ethnic Groups activity	
Post an initial response to the discussion question	Thursday 11:59 PM EST/EDT
Post responses to at least two classmates	Sunday 11:59 PM EST/EDT
Complete the Module 4 Quiz	Sunday 11:59 PM EST/EDT
Email Course Paper—Film Selection & Outline https://mediaweb.saintleo.edu/courses/soc110hm/soc110hm_filmlist.pdf	Sunday 11:59 PM EST/EDT

Module 5 Segregated Housing, Schools, Relationships: Ideal vs. Reality

Objectives

When you complete this module, you should be able to:

- Distinguish between traditional and nontraditional survey items on racial attitudes and behavior (become familiar with quantitative sociology).
- Contrast between attitudes and behavior in in-depth interview data (become familiar with how sociologists code qualitative data).
- Summarize current research on how common racial integration in neighborhoods and relationships actually are, and what causes the continued segregation.

Assignments:

Items to be Completed:	Due No Later Than:
Read the assigned materials	
Complete the Practice Quiz	
View the Discrimination and Zoning Laws video	
Complete the School Segregation activity	
Complete the Race & Online Dating activity	
Post an initial response to the discussion question	Thursday 11:59 PM EST/EDT
Post responses to at least two classmates	Sunday 11:59 PM EST/EDT
Complete the Module 5 Quiz	Sunday 11:59 PM EST/EDT

Module 6 Internalizing Stereotypes: Racism’s Impact on Minorities

Objectives

When you complete this module, you should be able to:

- Distinguish between concepts of subordinate/minority and dominant/majority group.
- Understand how minority groups also internalize dominant ideologies about minorities (themselves), particularly the cultural racism frame.
- Contrast the use of styles and frames of colorblindness for blacks vs. whites.

Assignments:

Items to be Completed:	Due No Later Than:
Read the assigned materials	
Complete the Practice Quiz	
View A Girl Like Me video	
Complete the All My Babies’ Mamas activity	
Post an initial response to the discussion question	Thursday 11:59 PM EST/EDT
Post responses to at least two classmates	Sunday 11:59 PM EST/EDT
Complete the Module 6 Quiz	Sunday 11:59 PM EST/EDT

Module 7 **What Is Colorblindness? Why Problematic?**

Objectives

When you complete this module, you should be able to:

- Define what a racial progressive is.
- Identify class, gender, and racial upbringing variables that tend to correlate highly with racial progressivism.
- Summarize how racial progressivism can be practiced at the micro (individual) and macro (political/institutional) levels.

Assignments:

Items to be Completed:	Due No Later Than:
Read the assigned materials	
Complete the Practice Quiz	
View the Tim Wise video	
Complete the Progressive Activism and Legal Struggle activity	
Post an initial response to the discussion question	Thursday 11:59 PM EST/EDT
Post responses to at least two classmates	Sunday 11:59 PM EST/EDT
Complete the Module 7 Quiz	Sunday 11:59 PM EST/EDT
Submit and post the Class Presentation	Sunday 11:59 PM EST/EDT

Module 8 **Immigration and the Expanding Racial Middle**

Objectives

When you complete this module, you should be able to:

- Distinguish between various Asian American and Hispanic American ethnicities in terms of socioeconomic status.
- Describe the concept of honorary white, identify which persons the concept is most likely to describe and why.
- Identify how immigration changed post-1965 and how this impacts today's racial/ethnic demographic.

Assignments:

Items to be Completed:	Due No Later Than:
Read the assigned materials	
Complete the Practice Quiz	
View the Young Minorities video	
View the Iowa Town video	
Post an initial response to the discussion question	Thursday 11:59 PM EST/EDT
Post responses to at least three classmates' Class Presentations	Thursday 11:59 PM EST/EDT
Post responses to at least two classmates' discussion questions	Sunday 11:59 PM EST/EDT
Complete Exam 2	Sunday 11:59 PM EST/EDT
Submit the Course Paper	Sunday 11:59 PM EST/EDT