

**CALIFORNIA STATE UNIVERSITY, FRESNO**  
**College of Social Sciences**  
**Department of Sociology**

**COURSE TITLE: SOCIOLOGY OF RACE & ETHNICITY**

Sociology 111 – Schedule # 70526 – 3 units  
Social Science (SS) 203, TTh 12:30 – 1:45 p.m.  
Fall 2014

Professor: Dr. Matthew Ari Jendian  
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Phone/Office: 278-2891; SS226B  
Office Hours: TTh 2-3pm; Th 11am-12pm; W by appt.

**PREREQUISITES:**

- G.E. Foundation (including "C" or better in the English Composition requirement)
- G.E. Breadth Area D completed
- Junior-level class standing (60 units completed)

**COURSE DESCRIPTION:**

Through reading, writing, lecture, and discussion, "dominant and minority group relations, historically, cross-culturally, and in contemporary American society" will be examined from a sociological perspective. We shall study both the theoretical frameworks of race/ethnic relations and the historical and current circumstances of several groups in the United States. With increased knowledge of historical contexts and social science principles, individuals can make more informed decisions regarding public policy issues related to inter-group relations, including immigration, desegregation, affirmative action, and the criminal justice system and be better prepared to live in an international multicultural world.

Satisfies the upper-division General Education Multicultural/International requirement for non-Sociology majors (and may double count towards a minor degree in Sociology) or three upper-division elective units towards the Sociology major. According to the "GE Writing Requirements" approved by Academic Senate, "All upper-division GE courses (IB, IC, ID, & MI) require iterative writing assignments totaling at least 2,000 words."

**REQUIRED MATERIALS:** (University Bookstore, 1597 N. Van Ness Ave, 93728, 559-233-4002, & Kennel Bookstore)

- Aguirre, Jr., Adalberto & Jonathan Turner. 2001 & 2004. *American Ethnicity: The Dynamics & Consequences of Discrimination*. 3<sup>rd</sup> & 4<sup>th</sup> eds. Boston, MA: McGraw Hill.  
(You **do not** need to purchase this book; excerpts are on Blackboard.)
- Feagin, Joe. 2014. *Racist America: Roots, Current Realities, and Future Reparations*. 3rd ed. New York: Routledge.
- Jendian, Matthew A. 2008. *Becoming American, Remaining Ethnic: The Case of Armenian-Americans in Central California*. New York: LFB Scholarly Publishing.  
(You **do not** need to purchase this book; excerpts are on Blackboard.)
- Loewen, James W. 2007. *Lies My Teacher Told Me: Everything Your American History Textbook Got Wrong*. New York: Touchstone. (or 2008, The New Press)
- One mini bluebook (bring to each class session)
- An i>clicker remote for in-class participation (may be purchased at the Kennel Bookstore)
- An email account & online access

**RECOMMENDED MATERIALS:**

Gonzalez, Juan. 2013. *Harvest of Empire: A History of Latinos in America*. New York: Penguin.  
*The American Heritage College Dictionary* (Houghton & Mifflin) & *Roget's Thesaurus* (Harper & Row)  
*ASA Style Guide, 3rd edition* (American Sociological Association 2007)

(<http://www.fresnostate.edu/sociology/PDF/ASAStyleReferenceGuidePDF.pdf>)

*TeachingTolerance.org*—a project of the [Southern Poverty Law Center](http://www.southernpovertycenter.org)—is dedicated to reducing prejudice, improving intergroup relations, & supporting equitable school experiences for our nation's children and provides free educational materials to teachers & other school practitioners in the U.S.

## **COURSE OBJECTIVES AND ASSOCIATED LEARNING OUTCOMES:**

This course has been designed to provide you, the student, with the opportunity to:

1. become familiar with and be able to differentiate the core concepts common to sociological analysis, particularly with regard to describing and analyzing race/ethnic relations (e.g., race, ethnicity, nationality, national origin; ethnic group, majority and minority groups; pluralism, assimilation; prejudice, institutional racism and discrimination, stratification), recognizing that these are social constructs;
2. develop a unique way of interpreting race/ethnic relations (i.e., a sociological perspective) to better understand and examine our nation and world, with: a) an awareness of socio-historical factors, b) an understanding of social structure, and c) the ability to locate yourself within that social structure and make connections between "personal troubles of milieu" and "public issues of social structure" (Mills 1959);
3. distinguish and use the major sociological and social-psychological theories of race/ethnic relations to explain such phenomena as prejudice and discrimination;
4. identify social adaptation patterns of assimilation and pluralism in specific ethnic groups and explain the processes that sustain these patterns;
5. understand present race/ethnic relations by placing those relations in historical contexts;
6. describe the foundations of the United States of America as a nation of immigrants;
7. analyze the economic and governmental contexts within which particular ethnic groups have immigrated to the United States and adjusted;
8. differentiate the Anglo-Saxon Protestant core/dominant culture from other cultures;
9. contrast the "melting pot," i.e., assimilationist, model of the United States ("from many, one") with the "mosaic," i.e., pluralist, model of Canada ("unity in diversity");
10. evaluate the teaching of U.S. history and assess the effects of the predominant pedagogical approach;
11. examine a range of racist events and incidents across the United States to uncover the deep roots of racism, material and moral costs of racism, and concept of white privilege;
12. apply your knowledge of specific ethnic groups, historical contexts, and social science principles to public policy issues related to inter-group relations, such as immigration, desegregation, affirmative action, and the criminal justice system;
13. examine and forecast the future of race/ethnic relations in the United States and around the world;
14. assess strategies of individual and collective action against racism (i.e., anti-racism as both a social movement and a personal stance);
15. develop/expand your skills of thinking critically, writing, and empathizing with and relating to others; and
16. enjoy an interesting, supportive, structured, friendly, & cooperative classroom environment.

## **COURSE REQUIREMENTS:**

### **PARTICIPATION and ATTENDANCE:**

- A. PARTICIPATION (35 points). VERY IMPORTANT! You are to be in class for the time scheduled. This means being on time and staying the entire period (4 tardies/early exits count against you), prepared (that means you've done the reading BEFORE you come to class), and ready to contribute to our class discussion.

We will be dealing with many controversial issues. Therefore, it is necessary to establish some ground rules for discussion. Many of us have strong opinions on at least some of the subjects to be discussed. Think of our class discussions as a dialogue rather than a debate. In a debate, participants try to convince others that they are right. In a dialogue, participants try to understand each other and expand their thinking by sharing viewpoints and actively listening to each other. We should also realize that no one person speaks for their entire race, as if all whites, African Americans, Mexicans, Hmong, etc., think the same.

Together, we need to promote an atmosphere conducive to learning and understanding. This includes maintaining respect for the ideas and experiences of everyone and recognizing that our individual perspectives are not the only or best ways to see and think about these issues. Each student must pledge to listen carefully and be receptive to others. That doesn't mean everyone has to agree—we must recognize we can agree to disagree—but rather that we shall always maintain respect for the speaker. Whether in small groups or in the class as a whole, if we feel that someone's comments reveal ignorance or prejudice, we can be critical of the message without devaluing the messenger. If we are afraid to speak because of the fear that we'll be attacked for our stereotypes or misunderstandings, we will greatly limit the learning potential of this class. Any comment that allows us to take race from an academic to a personal level needs to be treated as a gift to us all.

To facilitate interaction, we will be utilizing i>clicker remotes. i>clicker is a response system that allows you to respond to questions I pose during class, and you will be graded on that feedback and your in-class participation. In order to receive this credit, you will need to register your i>clicker remote online within the first two weeks of the semester. You must have come to class at least once and voted on at least one question in order to complete this registration properly.

Once you have voted on a question in my class, go to <http://www.iclicker.com/support/registeryourclicker/>. Complete the fields with your first name, last name, Fresno State student ID, and i>clicker remote ID. The remote ID is the series of numbers and/or letters found on the bottom of the back of your i>clicker remote (if your remote ID is not visible, let me know and we will register you manually in class). i>clicker may be used in every class session, and you are responsible for bringing your remote to each session.

In addition to your class participation and to increase opportunities for dialogue with your fellow classmates, you will also post on the Blackboard discussion board and do some "peer evaluating" of your fellow students' work. All student evaluations will be reviewed by the instructor and figured into the participation grade. (See "How to Evaluate" guide.)

- B. READING CHECKS (100 points). To help ensure your preparation for each class session and participation in discussions on the assigned readings, there will be reading checks (these may appear on Blackboard (BB) or be conducted in class using the i>clicker remotes. Each reading check is worth ten points (only your top 10 scores will count). Each will consist of usually five "multiple-choice," "true-false," and/or "fill-in-the-blank" questions on the assigned readings for the week. The scoring is as follows: 5 correct = 10 points; 4 correct = 9 points; 3 correct = 7 points; 2 correct = 5 points; 0 or 1 correct = 0 points. When a reading check appears on BB, you may receive an email notification and you must complete the reading check **prior to class** by the day and time specified on BB; otherwise, you will receive zero points. Each question will appear one at a time on Blackboard, and you may NOT go back after you have submitted your answer for a particular question. You have 15-20 minutes to complete a reading check, and you MUST complete the reading check the FIRST TIME you log on (no exceptions). If you get locked out of a reading check on Blackboard, you may email me and I may reset that for you (though there is no guarantee I will see your email before the deadline; use Mozilla Firefox as your internet browser instead of Internet Explorer to reduce the likelihood of being locked out). A page of reading questions to direct your readings is attached to this syllabus, but the questions on the reading check are not limited to this attachment. Once a reading check is completed, the immediate "score" that is reported is the # of correct answers. Because I use an alternative scoring method to the traditional scoring, I have to MANUALLY go in AFTER the deadline for the reading check and convert the # of correct answers to your actual score (please be patient for this, as it will not happen immediately).

- C. ATTENDANCE. While attendance is taken into consideration for your PARTICIPATION grade, PLEASE NOTE roughly 1.5% (i.e., 7 points) will be deducted from your TOTAL COURSE grade for every absence after your first two. Eight absences, then, will drop you approximately one course grade. Non-attendance of the Final counts as 2 absences. If you are absent, it is your responsibility to get notes from another student and ask about any announcements/handouts.
- D. "FREE WRITING" (10 points). Occasionally, IN CLASS, we will take 1-5 minutes to do free writing on a particular issue being discussed or read about. Bring a mini bluebook for your free write journal to each class session. This assignment will not be graded on structure but rather on the basis of whether or not you address the question and exhibit a fair degree of critical thought.

## PAPERS/WRITTEN WORK:

- E. "REFLECTION PRÉCIS" (Iterative Writing Component) (130 points). A "reflection précis" is, literally, a written summary of the ideas discussed combined with your own personal reflection of the material. These reflections follow a three-part structure. In Part 1, you summarize the key concepts about the topic (refer to readings, authors, and class discussion explicitly). For Part 1, assume you are writing this summary for someone who had not attended class and had not done the readings. In Part 2, you reflect and critically react to some of the things discussed in Part 1. In Part 3, you single out the most important or interesting thing and relate how this has impacted your thoughts/behaviors regarding a particular issue. Each précis is worth 25 points. See the "Reflection Précis" format guide and refer to attached sample précis.
- The **first reflection précis** is to be one page\* typed double-spaced (250 words minimum). It will cover the topic of "Basic Concepts and Theories of Race/Ethnic Relations" and is due the class session that follows that topic (a draft of part 1 is due the class session prior to the final assignment due date).
- After this first reflection précis, all students are required to submit **four additional two-page\* "reflection précis"** (500 words minimum). Hard copies of these assignments are always due in class at the beginning of the week and will reflect on the previous weeks' lectures/discussions and assigned readings (and a backup copy must be submitted on Blackboard\*\*). You may not make up any assignment (i.e., you may only turn in a précis covering the prior week's sessions). Your last chance to submit a reflection précis is at the beginning of the 15<sup>th</sup> week of class. (Note: While you may choose to submit a 2-page précis during the first 4 opportunities to do so or wait until the last 4 opportunities to do so, either is not recommended because you will not be able to benefit fully from the feedback provided.)
- F. CO-CURRICULAR MULTI-CULTURAL PROJECT (35 points). To foster awareness of different cultures and ethnic groups, each student will be paired up with at least one other student from a different ethnic background. You and your partner(s) will arrange to meet outside of class to introduce each other to some component of one another's culture. This may involve attending a family dinner, a religious ritual, or a community cultural event. Once exposed to some aspect of the other person's culture, each student will prepare a one-page\* reflection précis about the activity and what was learned about the other person/culture and submit the document on Blackboard\*\*. This project must be completed before the end of the 7<sup>th</sup> week of class. (See separate handout with assignment details.)
- G. FAMILY BACKGROUND PROJECT (150 points). Each student will complete a five-page paper/project (four pages\* of text—not counting reference page—and a one-page\* family genogram chart). The genogram (25 points) is due the 8<sup>th</sup> week of class. See separate handout for details regarding the six steps to this project. Your four-page written paper (with a fifth page for any reference citations) is due the 14<sup>th</sup> week of class (125 points). The Family Background Project is intended as a bridge between theory and your personal/family/group experience. You will relate your family experience to specific terms and concepts from class, determine where your family experience fits (i.e., as part of the dominant or as part of a minority group), and look beyond race/ethnicity to search for intersections between your family members and gender, sexual orientation, age, and other types of oppression. You will also relate and compare statistics on past, present, and future immigration and race/ethnicity to your family's/ancestors' experiences. This project involves collecting data through at least 2 methods: library research and interviews with family members.
- H. WRAP-UP/CELEBRATION PAPER (35 points). This two-page\* paper (500 words minimum) is a reflection and celebration of what you have learned from the class and is due on the day of the Final. Pick some of the more interesting, important and helpful things you learned about race/ethnic relations and reflect on the following questions: Have you changed any of your thinking or behavior because of this class? Has your interaction with others been altered? What was the most important, meaningful, or helpful part of this class? What aspects of the course meant the most or stretched your mind the most? Explain why these phenomena are interesting, important, or helpful to you. Is there something you think that you will take with you and have in your life a year from now? Five or more years from now? How will this impact your life? Will your relationships with others or with the community and larger society be different? Has the way you feel about yourself now changed from how you felt before this class? If so, how? What do you wish for yourself, for your fellow classmates, for your society? These personal reflections are an important part of who you are.

- I. FINAL (35 points). The Final will include a discussion of the assigned readings, a closing video on anti-racism, and a comprehensive final exam that will cover the main topics discussed during the semester.

LATE ASSIGNMENTS MAY NOT BE ACCEPTED.<sup>1</sup>

**\*PAGE LIMITS ARE STRICTLY ENFORCED AND POINT DEDUCTIONS WILL APPLY IF YOU ARE OVER OR UNDER!**

**\*\*All documents submitted via Blackboard must be saved as .doc, .docx, .pdf, .txt, or.rtf files or point deductions will apply.**

**\*\*It is the student's responsibility to verify the submission of any document via Blackboard by clicking on the "!" in the grade book (or "View/Complete Assignment") to ensure that the student has submitted the correct document.**

<sup>1</sup>I encourage each of you to contact me if you have concerns about the course or your work. Please don't hesitate to inform me of extreme emergencies.

## GRADING:

Percentage of total grade	Assignment	Points possible
27%	Family Background Project (Genogram & Final Paper)	150 points
23%	Reflection Précis (5 scores at 25 points each)	125 points
18%	Reading Checks (top 10 scores at 10 points each)	100 points
6%	Wrap-up/Celebration Paper	35 points
6%	FINAL	35 points
6%	Participation (including networking, iclickers, & Peer Evaluation)	35 points
6%	Co-curricular Multi-cultural Project Reflection Précis	35 points
2%	"Free Writing" Journal	10 points
1%	One Page Sample Reflection Précis DRAFT	5 points

There are 530 total points possible in this course. Grades follow the standard university scale: 90% and above is an A; 80-89% is a B, etc. Grades will NOT be curved.

A	=	530 - 477	points
B	=	476 - 424	points
C	=	423 - 371	points
D	=	370 - 318	points
F	=	0 - 317	points

I want students to be aware of the grade symbols. Many people devalue the symbols and distort their meaning. The grade descriptions from the General Catalog are presented below with the differences from an A, B, C, & D noted in CAPS.

**A — EXCELLENT.** Performance of the student has demonstrated the HIGHEST level of competence, showing sustained superiority in meeting stated all course objectives & responsibilities & exhibiting a VERY HIGH degree of intellectual initiative.

**B — VERY GOOD.** Performance of the student has demonstrated a HIGH level of competence, showing sustained superiority in meeting all stated course objectives and responsibilities and exhibiting a HIGH degree of intellectual initiative.

**C — SATISFACTORY.** Performance of the student has demonstrated a SATISFACTORY level of competence, showing AN ADEQUATE LEVEL OF UNDERSTANDING of course objectives, responsibilities, AND COMPREHENSION OF COURSE CONTENT.

**D — UNSATISFACTORY.** Performance of the student has BEEN UNSATISFACTORY, showing INADEQUACY IN MEETING BASIC course objectives, responsibilities, AND COMPREHENSION OF COURSE CONTENT.

**F — FAILURE.** Fails to meet course objectives. Work at this level does not meet requirements for credit toward a degree.

**WU — FAILURE — UNAUTHORIZED WITHDRAWAL.** Did not complete the course requirements and did not properly withdraw from the course. Completed assignments or course activities or both were insufficient to make normal evaluation of academic performance possible.

## MY PHILOSOPHY OF EDUCATION:

I have a strong personal and professional commitment to education. My philosophy of education is based on the word “educate,” derived from the Latin *educare*, meaning “to draw forth.” One of the definitions of “educate” is: “To develop the innate capacities of, especially by schooling or instruction.” This orientation influences my pedagogical style—how I lecture and moderate discussion in the classroom, my emphasis on active learning strategies, the assignments I create, and my method of assessing and evaluating student learning.

Education, literally “‘a drawing forth,’ implies not so much the communication of knowledge as the discipline of the intellect and the establishment of principles.” While I do recognize we must instruct our students in the “body of knowledge” within the discipline of sociology, I also see students as possessing a wealth of personal experience that, if tapped into and connected to the “body of knowledge,” is a potential source of “deeper” and, ultimately, longer-lasting learning. Hence, in addition to imparting knowledge and information to our students while they “upload” and take notes, university faculty must also, in my opinion, allow time for students to “download” information and reflect how they have seen various sociological theories or concepts operating in their lives and the world around them. Applying my philosophy of education to the lecture means using active learning strategies to get students to think critically about how their lived experiences can be understood by the concepts and theories developed in sociology. For example, I make use of “free writing” at different times during class discussions, do paired verbal exchanges regarding the assigned readings, and pause after asking questions to allow students the time to think about how they might respond, and, even then, I ask how many people have a response before calling on one student to respond.

I gauge my success by the amount of student learning taking place, by the number of “a ha” experiences students have. I measure or assess that learning by having students write. I try to avoid relying on multiple-choice or true-false tests, because I do not believe these methods adequately represent what the student knows or has learned. In an essay format, not only do students get the opportunity to work on and improve their written communication skills (one of the most important abilities), but they also have a chance to “process” the ideas and express what they have learned. Also, in my essay instructions, in addition to having students “regurgitate” or describe the theories or concepts we have read about and discussed, I often require that students personally reflect on those ideas and attempt to connect those constructs to their lived experience. While grading written responses may not be as convenient and easy as using a *Scantron* form, I feel the time is well worth it, and I always attempt to give the students plenty of feedback, not only about what they are doing incorrectly, but also what they are doing well.

I derive immense satisfaction from seeing students develop new awareness, increase their knowledge, and improve their skills. Delivering a solid lecture, moderating an edifying discussion, and assisting a student in his or her academic and career planning are personally gratifying experiences. I am committed to remaining approachable and accessible to my students. Personal experience with countless students has convinced me that the advisor/mentor role is an invaluable one, and I do prioritize that role. Overall, I have a passion for teaching and several years of classroom experience.

**CAUTION:** “People who like to avoid shocking discoveries, who prefer to believe that society is just what they were taught in Sunday School, who like the safety of the rules and maxims of what Alfred Schutz has called ‘the world-taken-for-granted,’ should stay away from sociology.”  
(Peter Berger, *Invitation to Sociology*, 1963:24)

## SupportNet at the Learning Center:

*Our campus has developed SupportNet to connect students with specific campus resources promoting academic success. I have agreed to participate in this program and may refer you to it if I believe you need the services provided by SupportNet to succeed in this course.*

SupportNet is a resource here at Fresno State that is available directly to you, and to the faculty with whom you work. It is located downstairs in Collections Level of Madden Library. SupportNet provides a “network of success” for students who are struggling academically or personally. If you are interested in SupportNet, you do not have to be referred by a faculty member. But if a faculty member feels you may be helped by additional resources that cannot be provided in the classroom, he or she may refer you to SupportNet. The faculty member will notify you of the referral and SupportNet will follow-up with you by phone or e-mail.

Please note: 1) The referral to SupportNet and the content of your conversations with SupportNet advisors are confidential. SupportNet will notify the faculty member if you utilize their resources. But the content of your conversation is strictly confidential. 2) A referral to SupportNet will not be on your permanent record. It is simply a tool to be used by the faculty and students to supplement the classroom environment. Remember, SupportNet is there for you to assist you in performing at your best. When you meet with an advisor, he or she will evaluate your individual needs so that you can tailor a success plan for this course, and your college career in general.

SupportNet can provide:

- Counseling about your academics & Assessments of your unique learning style
- Assistance in studying, time management, and expectations for yourself
- Referrals to personal counseling resources, financial aid, resource centers around campus, & even ties to the student rec center!

For further information on SupportNet and the services they provide, see: <http://www.fresnostate.edu/studentaffairs/supportnet/>.

## **UNIVERSITY POLICY STATEMENTS:**

(Refer to University Catalog for more information:  
<http://www.fresnostate.edu/catoffice/current/policies.html>)

**Students with Disabilities:** Upon identifying themselves to the instructor and the university, students with disabilities will receive reasonable accommodation for learning and evaluation. If you have special needs as addressed by the Americans with Disabilities Act (ADA) and need course materials in alternate formats, immediately notify Services for Students with Disabilities (HML 1202; 559.278.2811; <http://www.fresnostate.edu/studentaffairs/ssd/>). Reasonable efforts will be made to accommodate your special needs.

**Honor Code:** "Members of the Fresno State academic community adhere to principles of academic integrity and mutual respect while engaged in university work and related activities."

<http://www.fresnostate.edu/catoffice/current/honorcode.html>

Each student should:

- a) understand or seek clarification about expectations for academic integrity in this course (including no cheating, plagiarism and inappropriate collaboration)
- b) neither give nor receive unauthorized aid on examinations or other course work that is used by the instructor as the basis of grading.
- c) take responsibility to monitor academic dishonesty in any form and to report it to the instructor or other appropriate official for action.

**Cheating and Plagiarism:** "Cheating is the actual or attempted practice of fraudulent or deceptive acts for the purpose of improving one's grade or obtaining course credit; such acts also include assisting another student to do so. Typically, such acts occur in relation to examinations. However, it is the intent of this definition that the term 'cheating' not be limited to examination situations only, but that it include any and all actions by a student that are intended to gain an unearned academic advantage by fraudulent or deceptive means. Plagiarism is a specific form of cheating which consists of the misuse of the published and/or unpublished works of others by misrepresenting the material (i.e., their intellectual property) so used as one's own work." Penalties for cheating and plagiarism range from a 0 or F on a particular assignment, through an F for the course, to expulsion from the university. For more information on the University's policy regarding cheating and plagiarism, refer to the Academic Policy Manual at <http://www.fresnostate.edu/academics/aps/documents/apm/235.pdf>.

**Computers:** "At California State University, Fresno, computers and communications links to remote resources are recognized as being integral to the education and research experience. Every student is required to have his/her own computer or have other personal access to a workstation (including a modem and a printer) with all the recommended software. The minimum and recommended standards for the workstations and software, which may vary by academic major, are updated periodically and are available from Information Technology Services (<http://www.fresnostate.edu/adminserv/technology/>) or the Kennel Bookstore. In the curriculum and class assignments, students are presumed to have 24-hour access to a computer workstation and the necessary communication links to the University's information resources."

**Disruptive Classroom Behavior:** "The classroom is a special environment in which students and faculty come together to promote learning and growth. It is essential to this learning environment that respect for the rights of others seeking to learn, respect for the professionalism of the instructor, and the general goals of academic freedom are maintained. Differences of viewpoint or concerns should be expressed in terms which are supportive of the learning process, creating an environment in which students and faculty may learn to reason with clarity and compassion, share of themselves without losing their identities, and develop an understanding of the community in which they live.... Student conduct which disrupts the learning process shall not be tolerated and may lead to disciplinary action and/or removal from class." For more information on the University's policy regarding disruptive classroom behavior, refer to the Academic Policy Manual at <http://www.fresnostate.edu/academics/aps/documents/apm/419.pdf>

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<http://www.fresnostate.edu/academics/tilt/resources/copyright.html>.

**CLASSROOM ETIQUETTE:** This is a running list to which we may add.

1. "Zipping-up" prior to the end of class is not acceptable behavior. Class begins and ends promptly at the designated time. If you are late, please enter with as little disruption as possible (I'd rather you come in late than miss the entire class), and check with me after class to make sure I didn't mark you absent. Towards the end of class, PLEASE DO NOT begin packing or stacking up your stuff (e.g., closing your notebook) until the minute hand has reached the designated time. I consider this very rude, selfish, insensitive, and disrespectful. Regardless of whether another student is talking or I am, I want you to listen carefully. If you have an extra-ordinary reason to leave class early, please let me know prior to class! Yet, while I appreciate your courtesy to explain why you are late or why you missed class or why you have to leave early, please understand that the tardy/absence/early exit still counts.
2. If you miss class, DO NOT ASK ME: "Did I miss anything important?" I value our time together and consider every session valuable and important. It is your responsibility to check on announcements and handouts provided while you were away.
3. Turning in assignments with errors I have corrected on earlier assignments. When I give feedback (and I try to give a lot), I expect you to take note of my comments and incorporate them into your future assignments.
4. Disruptive Classroom Behavior. Sleeping, popping bubble gum, and cell phone usage (including "text messaging") during class are inappropriate behaviors and will not be tolerated. Private chatting while discussion is taking place is very disrespectful to the person who is talking as well as to those who are trying to listen. Please refrain from "private whispering." If this occurs more than once, you may be asked to leave. Feel free to speak your mind or relate your position to the class WHEN you are given the floor.

(From the Academic Policy Manual): "The classroom is a special environment in which students and faculty come together to promote learning and growth. It is essential to this learning environment that respect for the rights of others seeking to learn, respect for the professionalism of the instructor, and the general goals of academic freedom are maintained. ... Differences of viewpoint or concerns should be expressed in terms which are supportive of the learning process, creating an environment in which students and faculty may learn to reason with clarity and compassion, to share of themselves without losing their identities, and to develop an understanding of the community in which they live. ... Student conduct which disrupts the learning process shall not be tolerated and may lead to disciplinary action and/or removal from class."

## SOC 111 TOPICS AND READINGS SYLLABUS\*

- Wks. 1 & 2 8/21, 8/26-28      *Introductions to each other and this course*  
*The Social Construction of Race & Basic Concepts*
- ✓ **"Introduction to Soc111."** Matthew A. Jendian. 2004. Adapted from Allan G. Johnson's *Privilege, Power, and Difference*, McGraw Hill, 2000.
  - ✓ **"Racial Formations."** Michael Omi & Howard Winant. Pp. 13-22 in *Race, Class, and Gender in the United States*. Paula S. Rothenberg, ed., 1998.
  - ✓ **"What Color is White."** Part I in *Uprooting Racism* by Paul Kivel, 1996.
  - ✓ **"Ethnicity and Ethnic Relations"** Ch. 1 in *American Ethnicity*, 4<sup>th</sup> ed., by Adalberto Aguirre, Jr. and Jonathan Turner, 2004.
- Week 3      9/2 & 9/4      *Theories of Race/Ethnic Relations*
- ✓ **"Explaining Ethnic Relations."** Ch. 2 in *American Ethnicity*, 3<sup>rd</sup> ed., by Adalberto Aguirre, Jr. and Jonathan Turner, 2001.
  - ✓ **"Assimilation AND Ethnicity" and "Uncovering Ethnicity."** Chs. 1 & 2 in *Becoming American, Remaining Ethnic: The Case of Armenian-Americans in Central California* by Matthew A. Jendian, 2008.
- Week 4      9/9 & 9/11      *Systemic Racism, A Nation of Immigrants, & The Future of Ethnicity*      1-page Reflection Précis due
- Preface & Ch. 1 in *Racist America*, 3<sup>rd</sup> ed., by Joe Feagin, 2014.
  - ✓ **Barack Obama's Speech on Race**  
<http://blackpast.org/?q=2008-barack-obamas-speech-race>
  - ✓ **"A Nation of Immigrants: An Overview of the Economic and Political Conditions of Specific Racial and Ethnic Groups."** Pp. 49-58 in *Racial and Ethnic Relations*, 7<sup>th</sup> ed., by Joe R. Feagin and Clairece Booher Feagin, 2003.
  - Pp. 267-272 in *Racist America*, 3<sup>rd</sup> ed., by Joe Feagin, 2014.
- Week 5      9/16 & 9/18      *Columbus & The First Thanksgiving*
- Chs. 2 & 3 in *Lies My Teacher Told Me* by James Loewen
- Thursday, September 18: Last day to DROP CLASSES online without a serious & compelling reason & without a grade of W.
- Week 6      9/23 & 9/25      *Slavery, Anglo-Saxon Core, & White Racial Frame*      May submit 2<sup>nd</sup> Reflection Précis
- Chs. 2 & 3 in *Racist America*, 3<sup>rd</sup> ed., by Joe Feagin, 2014.
  - ✓ **"The Anglo-Saxon Core and Ethnic Antagonism."** Ch. 3 in *American Ethnicity*, 3<sup>rd</sup> ed., by Adalberto Aguirre, Jr. and Jonathan Turner, 2001.
  - ✓ **"The Social Distance Scale."** Pp. 52-55 in *Racial and Ethnic Groups*, 9<sup>th</sup> edition, by Richard T. Schaefer, 2004.
- October 1: The scholarship application period for Fresno State begins. Apply at <http://www.fresnostate.edu/scholarships/>.
- Week 7      9/30 & 10/2      *The Invisibility of Racism*      "Co-curricular" Reflection Précis due
- Chs. 5 & 6 in *Lies My Teacher Told Me* by James Loewen
  - ✓ **"The History of Mexican Americans: Conquest, Displacement, & Exploitation" and "The Dynamics of Discrimination against Asian Americans."** Pp. 144-147, 180-185 in *American Ethnicity*, 3<sup>rd</sup> ed., by Adalberto Aguirre, Jr. and Jonathan Turner, 2001

➤ = indicates reading is from a required text

✓ = indicates reading is available on Blackboard or online

Week 8	10/7 & 10/9	<i>The Land of Opportunity &amp; Other Myths</i> ➤ Chs. 7, 8, & 11 in Loewen	Should have submitted 2 <sup>nd</sup> Précis by now
Week 9	10/14 & 10/16	<i>Teaching History &amp; The Ramifications</i> ➤ Chs. 10, 12, 13, & Afterword in Loewen ✓ <b>"A Century of U.S. Interventions"</b> <a href="http://academic.evergreen.edu/g/grossmaz/interventions.html">http://academic.evergreen.edu/g/grossmaz/interventions.html</a> ✓ <b>"30 Years of U.N. Vetoes by the U.S."</b> <a href="http://www.krysstal.com/democracy_whyusa03.html">http://www.krysstal.com/democracy_whyusa03.html</a>	Submit Genogram Chart for Family Background Project
Week 10	10/21 & 10/23	<i>Contemporary Racial Framing</i> ➤ Ch. 4 in <i>Racist America</i> , 3 <sup>rd</sup> ed., by Joe Feagin, 2014.	
Week 11	10/28 & 10/30	<i>White Privilege</i> ➤ Ch. 7 in <i>Racist America</i> , 3 <sup>rd</sup> ed., by Joe Feagin, 2014. ✓ <b>"White Privilege: Unpacking the Invisible Knapsack."</b> Excerpt from "White Privilege and Male Privilege: A Personal Account of Coming To See Correspondences through Work in Women's Studies," by Peggy McIntosh, 1998. Available at: <a href="http://www.cwru.edu/president/aaction/UnpackingTheKnapsack.pdf">www.cwru.edu/president/aaction/UnpackingTheKnapsack.pdf</a>	Should have submitted 3 précis by now
Week 12	11/4 & 11/6	<i>Systemic Racism &amp; Other Americans of Color</i> ➤ Ch. 8 in <i>Racist America</i> , 3 <sup>rd</sup> ed., by Joe Feagin, 2014. ✓ <b>"Crimes Against Humanity."</b> Pp. 43-47 in <i>Z Magazine</i> , by Ward Churchill, March 1993. Available: <a href="http://www.dickshovel.com/crimes.html">www.dickshovel.com/crimes.html</a> (pp. 1-5) & <a href="http://www.dickshovel.com/milford.html">www.dickshovel.com/milford.html</a> (p. 1).	
Wks 13-14	11/11, 13, & 18	<i>Racial Oppression Today &amp; Institutional Racism</i> ➤ Ch. 5 & 6 in <i>Racist America</i> , 3 <sup>rd</sup> ed., by Feagin, 2014.	Should have at least 4 précis submitted by now
November 18: Last day to DROP/withdraw from classes for SERIOUS and COMPELLING REASONS. Only withdrawal for circumstances beyond student's control allowed after this date.			
Wks 15-16	12/2, 4, 9	<i>Taking Action against Racism</i> ➤ Ch. 9 in <i>Racist America</i> , 3 <sup>rd</sup> ed., by Feagin, 2014.	<u>Last chance to submit précis!</u> <u>Family Background Paper due</u>  <a href="http://www.fresnostate.edu/studentaffairs/classschedule/finals/2014fall.html">http://www.fresnostate.edu/studentaffairs/classschedule/finals/2014fall.html</a>
FINAL, T,	12/16, 1:15-3:15 pm	<i>Where do we go from here?</i> ✓ <b>"101 Ways to Combat Prejudice."</b> Barnes & Noble & The Anti-Defamation League (ADL), 2001. ✓ <b>"SPEAK UP! Responding to Everyday Bigotry" &amp; "10 Ways to Fight Hate."</b> Southern Poverty Law Center. ✓ <b>"Guidelines for Being Strong ... Allies."</b> Paul Kivel, 2002.	<u>Celebration Paper due</u> <u>Final Exam</u>

➤ = indicates reading is from a required text

✓ = indicates reading is available on Blackboard or online

\*Syllabus is tentative & subject to change.

QUESTIONS TO GUIDE YOUR READINGS\*

- Week 1      What does it mean to say, "race is a social concept" & What does the term "racialization" mean? (Omi & Winant)  
 One interesting thing from Kivel's article  
 Complete the "White Benefits Checklist": How many did you check out of 30? (Kivel)  
 Complete the "Cost of Racism Checklist": How many did you check out of 30? (Kivel)
- Week 2      Briefly define the following: "ethnic group," "minority group," "discrimination," "prejudice."  
 What is "institutional discrimination"? (Aguirre & Turner, Ch. 1)
- Week 3      In one paragraph, describe Aguirre & Turner's "unified theory of ethnic relations" (Ch. 2)  
 What are the two dominant paradigms in the race/ethnicity literature and how are they different? (Jendian)  
 One interesting thing from Jendian's chapters (pp. 1-38). What is my thesis?
- Week 4      What is the purpose of this chapter, "A Nation of Immigrants"? (Feagin & Feagin)  
 What is meant by "systemic racism"? What did you learn about the U.S. Constitution? (Ch. 1 in Feagin)  
 What is the projected demographic trend in the ethnic composition of the U.S. population after 2014, & what are some projected consequences? (Feagin, pp. 267-272)
- Week 5      Was your impression of Columbus altered by this reading? If so, how? If not, why not? (Ch. 2 in Loewen)  
 Why is it important to present students with a more complete history, including the history of domination and subjugation? & One interesting thing. (Ch. 2 in Loewen)
- Week 5      What is "The truth about the first Thanksgiving"? (Ch. 3 in Loewen)
- Week 6      Describe some elements of the "Anglo-Saxon" core culture? Define "hegemony." (Aguirre & Turner, Ch. 3)  
 What is the general pattern of the group rankings emerging from the "social distance scale"? (Schaefer)  
 What's something new you learned about the institution of slavery from Feagin (Ch. 2)?  
 Define White Racial Frame (Feagin, Ch. 3).
- Week 7      How is the issue of racism invisible in history textbooks (give one example), and what is the effect of this invisibility on high school students? (Ch. 5 in Loewen)  
 Give an example of institutionalized discrimination against Mexican- & Asian-Americans (Aguirre & Turner)  
 Give one example of "anti-racism" not covered by most history textbooks. (Ch. 6 in Loewen)
- Week 8      How are history textbooks partially responsible for the naiveté of students when it comes to social class in the United States? & One interesting thing. (Ch. 7 in Loewen)  
 What do history textbooks teach about the federal government? Why is this limiting? One interesting thing. (Ch. 8 in Loewen) Why do "they" (i.e., al Qaeda) hate us? (Ch. 11 in Loewen)
- Week 9      What is taught about progress, and how is that presentation limiting? (Ch. 10 in Loewen)  
 Why is history taught like this? (Ch. 12 in Loewen)  
 What is the result of teaching history like this? (Ch. 13 in Loewen)  
 What do we need to do about all this? (Afterword in Loewen)
- Week 10     Give two examples of racist stereotypes and images that are part of the white racial frame? Have you observed how the U.S. media or video gaming can play a significant role in shaping this framing? (Ch. 4 in Feagin)
- Week 11     One interesting thing from McIntosh's article on white privilege (McIntosh).  
 Give an example of some data from Ch. 7 in Feagin that illustrate the persistence of white privilege.  
 What is "the price whites pay for racism"? (Ch. 7 in Feagin)
- Week 12     What do you think about the use of ethnic labels as mascots? Why? (Churchill)  
 How is the white racist framing of Native Americans, Mexican Americans, and Asian Americans different or similar to African Americans? (Ch. 8 in Feagin)
- Week 13     Give two examples of racial profiling and police malpractice (with data) that Feagin shares (Ch. 5).  
 Give two data-driven examples of racial discrimination in the Criminal Justice System? (Ch. 5 in Feagin)
- Week 14     What do the patterns of residential housing and segregation today look like and how do they compare with the past? What is a driving factor behind the persistence of institutional discrimination in housing and employment today? (Ch. 6 in Feagin)
- Week 15     Describe one "problem" and one "prospect" of "taking action against racism." (Ch. 9 in Feagin) What is the difference between sympathy, empathy, & autopathy in relation to reducing racism? (Ch. 9 in Feagin)
- FINAL      Two actions you can/are likely to take to "close the book on hate." (Barnes & Noble & ADL)  
 One idea you could/are likely to implement to "promote equity and diversity." (Southern Poverty Law Center)

\*Schedule is tentative and subject to change.

**USE THE FOLLOWING FORMAT FOR YOUR "REFLECTION PRÉCIS":**

Papers should be 2 pages, typed (double spaced), and consist of 3 parts:

PART I (SUMMARY): (worth 44%, 11 points; 1 - 1 1/4 pages) This section highlights the main points of the lecture/discussion/readings. Try to answer the following question: "What are the most fundamental points/ideas being discussed?" Try to have no more than 5 key points, no fewer than 4. Do not include many small details. It's okay to use a few statistics, but the purpose here is to succinctly summarize the primary arguments put forth in the lectures, discussions, and readings (write as though the reader has not attended class or done the readings). Refer appropriately to **at least ONE AUTHOR BY NAME FROM ASSIGNED READINGS**. The grader is looking at your presentation of the key points of the discussions and how well you review the material. Be sure to make each key point a complete sentence and connect the points with transitions (keep this section as one paragraph); otherwise, it won't make sense to the grader and you'll lose points!

PART II (PERSONAL REACTION): (worth 32%, 8 points; 2/3 - 3/4 of a page) This section involves a critical reaction and evaluation of Part I. React to and thoughtfully evaluate the basic ideas that you highlighted in Part I. Be sure to cover at least two or three main points. Take a stance. Which of the arguments make more sense? Are they logical? Agree, disagree, REACT! REFLECT! Please use "I statements" as this should be your personal reflection. Here the grader is looking for how reflective, thoughtful, questioning, & critical your response is. Does it appear that the student really understood and reacted to the material? Always tell WHAT you think about a certain issue and WHY you think that way (provide a rationale/justification) and use personal examples to illustrate your points.

PART III (PERSONAL APPLICATION): (worth 12%, 3 points; 1/3 - 1/4 of a page) WHAT was the one, MOST important, helpful, and/or interesting to you about these particular lectures/discussions? Why was this so? Cite the ideas/facts/data/event that meant the most to you and state WHY, connecting the material to your everyday life. Ask yourself questions such as: Has this new information changed me? How? Has it changed any of my conversations with others or actions/behaviors/thoughts in the present? Will this new information alter my thinking/actions in the future? How? Here the grader is looking at how well you personally connect with one aspect of our discussion/lecture and apply it to your own life.

**Grammar, punctuation, spelling, and writing effectiveness is worth 3 points (12%).**

**\*Caption each part of your summary (PART I, PART II, PART III) so the grader is clear.**

Reflection Précis 1, Corporate Crime (2/21 & 2/23)

PART I: In these two lecture sessions, Dr. McLeod talked about corporate crime and its costs to society. Corporate crime in America is quite extensive and tends to be committed by repeat offenders. According to Sutherland (1939), of the 70 largest corporations, 97.1% had 2 or more court decisions involving corporate crime. Yet, our public view of these same corporations is overwhelmingly positive. The professor explained that our corporations are looked upon through a process known as the "halo effect." This is when the observer tends to be biased to seeing only the positive things that are done and is blind to any negative actions that are committed. He also stated that there is a system effect here, competition, which encourages cheating and other criminal activity in order to make good profits. This, Dr. M stated, is "the pressure of capitalism." He noted some of the phrases that we use to describe the corporate world--"a dog-eat-dog world" and "a rat race" (note that these are both subhuman descriptions). Furthermore, he said, "Capitalism, when competition is too high, is a destroyer of human life and a negative force." Next, he went on to provide several examples of the extent of corporate crime. All in all, the cost of these crimes to society is enormous. Our author, Schaef (p. 71), estimated the Savings and Loan fraud bailout to be between \$300-\$500 billion alone. If that cost is added to the unknown costs of the large amount of military fraud plus pollution costs, the total is astounding! It is important to note that we, the taxpayers, are the ones who foot these bills.

PART II: Regarding corporate crime and capitalism, I believe that a vicious cycle is at work. Our capitalist system is an addictive system, in that it promotes certain beliefs and consequences. It is based on a scarcity model, similar to what our author Shaef described in the reading. There is an addiction to accumulating resources and wealth with the underlying notion that "more is better." I agree that this addiction compels corporate executives and their board of directors to go to "any means necessary" to get more, even if it means "breaking the rules." I am not saying that capitalism is inherently evil. I am saying that we have become addicted to certain aspects of capitalism (e.g., accumulation of wealth and goods), and thus, we have turned capitalism into something that can be destructive to society and people.

PART III: The most interesting thing that I thought about from these lectures was the fact that Edwin Meese, former U.S. Attorney General, had been indicted for over 100 corporate crimes. This appalls me! Here's a man, supposedly serving in a position that symbolizes law and order for our country, who is just the opposite--a criminal. I understand that he is a product of our "system" and that he is dysfunctional only to the point that our system is dysfunctional, but he must be held accountable for his actions. Corporate crime is no more excusable than other types of crime. They both cost society a great deal. I will be more vigilant as a voter and alert my elected representatives about legislation related to corporate crime. I will also make a concerted effort to reduce my own patterns of consumption and restrict my habit of accumulation of things.

Peer evaluating is intended to be an important part of your learning in this course. It serves as a review of the material and allows you to see how others are responding to the material. It is affirming to read that others agree with our views, and it is even more enlightening when we notice that someone else has a very different perspective than we do: we are challenged to rethink our own position. Learning to see the world through different sets of lenses is personally enriching. By reading each other's papers, we realize that we are both teachers and students as we learn together. Based on past evaluations, most students say that peer evaluating was an interesting and helpful part of their learning. Obviously, it is your choice whether to make this interesting or not. Please adopt a positive, open, and helpful attitude.

Peer evaluating must be done with an attitude of good will: Your job is to help your peers perform at the highest level possible--and for them to do the same with you. To facilitate this, please give each other helpful, constructive, clear, and encouraging feedback on each paper you grade. Let your classmates know what you liked about their paper and how you think it could be improved. If they haven't followed the format, please remind them to do this and deduct 2 points automatically. If it appears they have not read the directions thoroughly, you might say something like this: "I encourage you to re-read the handout again. I know it took me several readings before I felt clear about it."

Evaluate only the content and structure. Do the papers indicate that your classmates understand the core material? In their writing, do they show an ability to evaluate and critically react to the material, assessing strengths and weaknesses of the information? Are they clear in their statements? Did they connect the material with their real life, using it to understand their own situation? Did they use "I statements" and personalize parts 2 & 3. Do you think they might spend more or less time on personal examples? Let them know about anything that you believe will help them do better. If you believe that spelling and/or grammatical errors might result in a lower grade, please point this out in a friendly way. Do not use insulting, shaming, or humiliating comments. Also, **do not** assign a score without some comments or feedback. If you do use that approach or put very little comments and someone complains, I will ask to speak with you. If it happens again, I claim the right to deduct up to 25 points from your score. Remember, the more helpful feedback you give to peers, the more you help create this in others--and in return, you'll get similar feedback.

Peer evaluating is difficult at first. Remember, we are all adults, and we can make helpful evaluations on the work of others. Please use your best sense of fairness combined with your desire to help others perform at a level of excellence. If you have a paper that leaves you lost and confused, please see me and I'll grade it or help you with it. Many of you will be evaluating others in your future careers; hopefully, this process will better prepare you to do this in a positive, caring way.

## SCORE RANGE AND VALUES

(from a high of 25 points to a low of 5)

score of 25: This score should be reserved for *superior, excellent, outstanding papers* -- those that show a high degree of competence, good balance, and thorough development. It would be a paper that I could include in my syllabus next semester as an ideal example. Let the person know how much you love their paper, which parts inspired you, etc.

score of 23-24: This score acknowledges *very good to excellent papers*. It may be missing just a little something that would make it perfect example to display in class. Affirm & give feedback.

20-22: This score recognizes that it is a clearly competent response, although it may be weak in some aspect--(*good to very good*).

17-19: This score should be given to papers demonstrating competence; however, the papers will be less developed and the analysis may be more superficial -- (*good to average*) -- give helpful feedback.

15-16: This score should be used for the following papers:

- ✓ those which are primarily a restatement of what was said in class; little individual thought;
- ✓ those which remain general and underdeveloped, lacking clear examples and connections with one's own life;
- ✓ those which lack focus or pertinent detail; (*average to less than average*); explain what can be done to improve paper.

12-14: This score should be used for papers which are severely underdeveloped or which exhibit serious weaknesses in structure or syntax -- (*poor to failing*) -- give a lot of feedback; encourage them to see me.

11 or less: This score should be used for papers which show little understanding of the ideas discussed in lecture or demonstrate incompetence in structure, syntax, or other conventions of standard written English-- (*you may want to turn the paper in to me*).

Most scores should fall between 15 and 23--reserve the top score of 25 for the really fine papers. Allow about 30 minutes per paper when you review them. Peer evaluating can force you to make difficult choices--use your best judgement. Talk to me if you are totally lost or confused. I reserve the right to change any score. Do not "grade down" Part I because one person's key points are different from yours. However, the key ideas must accurately reflect something covered in depth in the lectures/discussion/ readings--not just a passing point. Do not grade Part II based on how they react (whether they agree with you) but whether they react and how clearly they do so.

**NOTE:** As you evaluate, use the "sample" Reflection Précis along with the instruction sheet, making sure your classmate did what was asked. Scored papers are due back in class at the beginning of the next class session, or the grader will lose up to 20 points.

**FORM FOR RECORDING/ADDING GRADES**

Name: \_\_\_\_\_ PS Student ID #: \_\_\_\_\_ Sem/Year: \_\_\_\_\_

Be sure to enter & add all scores accurately! This form MUST be signed & placed on top of all graded hard copies of reflection précis submitted in class (as well as your free writing journal, etc.) and submitted in a manila file folder on the date of the final or else a grade will not be assigned to you (i.e., you will receive an "I" grade).

**REFLECTION PRÉCIS**

Date of Class/Topic SCORE  
(25 pts. ea.)

1. \_\_\_\_\_
  2. \_\_\_\_\_
  3. \_\_\_\_\_
  4. \_\_\_\_\_
  5. \_\_\_\_\_
- TOTAL (125 pts. possible): \_\_\_\_\_

**FAMILY BACKGROUND PROJECT**

Genogram Chart \_\_\_\_\_  
(25 points possible)

Family Background Paper \_\_\_\_\_  
(125 points possible)

**TOTAL** \_\_\_\_\_  
(150 total points possible)

**One-page Sample Reflection Précis Draft (5 pts)**

\_\_\_\_\_

**READING CHECKS**

(record each score here):

- |          |           |           |
|----------|-----------|-----------|
| 1. _____ | 6. _____  | 11. _____ |
| 2. _____ | 7. _____  | 12. _____ |
| 3. _____ | 8. _____  | 13. _____ |
| 4. _____ | 9. _____  | 14. _____ |
| 5. _____ | 10. _____ | 15. _____ |

**TOTAL** of top 10 Reading Check scores: \_\_\_\_\_  
(Drop your five lowest scores; 100 points possible)

**CO-CURRICULAR MULTICULTURAL PRÉCIS**

(35 points possible) \_\_\_\_\_

\*Divide your total by the total points possible thus far to calculate your percentage and grade to this point: \_\_\_\_\_

I declare that this form is true and accurate. \_\_\_\_\_  
signature, date

\*Not including 120 points possible for participation (35), free-write journal (10), Celebration Paper (35), & FINAL exam (35).

EXTRA CREDIT (Please list here):

PHONE #/EMAIL: \_\_\_\_\_  
(in case I need to reach you regarding your grade)