



Southwest Baptist University is a Christ-centered, caring academic community preparing students to be servant leaders in a global society.

College of Education & Social Sciences
Department of Behavioral Science

MINORITIES IN AMERICAN SOCIETY SOC 4043

Instructor: Dr. Karen Michalka

FALL 2017

MWF 1:00-1: 50

Gott Education Center (GEC) 220

3 Hour lecture course

Office Hours: MWF 11-12am, or by appointment, GEC 202

Email: kmichalka@sbuniv.edu

Catalog and Course Description:

Provides an overview of majority/minority relations within the United States, including an in-depth examination of current social problems facing America's racial and ethnic minorities. Prerequisite: SOC 1003

Race and ethnicity are topics that arouse deep passion all over the world. They are among the most significant and vexing social phenomena of the contemporary world—legacies of global macrohistorical forces, yet central to micro—processes of self-definition and identity inside and outside of nation states. Race and ethnicity are distinct if often overlapping bases of social identification. It is the objective of this course to apply to “race” and “ethnicity” a sociological imagination that grasps them in “the intersections of biography and history within society.” And the course aims to challenge you too to examine your own ethnic and racial identities as products of your biography, society, and history.

America has one of the most racially and ethnically diverse societies in the world. While this course will mainly focus on the American context, we will touch on some global issues as well. America is becoming increasingly less white. We are also a country comprised of generations of forced and voluntary immigrants. The purpose of this course is to explore a number of issues concerning race and ethnicity including issues of identity, inequality, social class, discrimination, and immigration. This is not an ethnic studies course, and thus will not endeavor to learn about every single racial and/or ethnic group. Instead, this course is organized to exemplify sociological principles and mechanisms in the production and reproduction of social processes that create a minority group and shape minority-majority relations.

Required Texts:

- Scott, M. (2012). Think race and ethnicity. Boston: Pearson.
- Selected articles, posted on Blackboard

Course Goals & Objectives:

Upon completion of this course each student shall be able to:

1. Explain the key sociological concepts and theoretical frameworks related to majority-minority relations.
2. Understand the structural reality of racism, discrimination, stigmatized identity, and power related to racial and ethnic groups in the United States.
3. Demonstrate the ability to research, synthesize and present a racial/ethnic issue in a professional, scholarly format.
4. Gain an understanding of hate groups in American culture.

<p>Course Requirements:</p>	<p><u>Attendance</u> Students are expected to attend all class sessions. Attendance will be taken by the professor either by personally noting who is present and absent or through the use of in-class activities and quizzes. Six activities / quiz grades will be dropped, meaning that students can miss up to six class periods with no penalty. For absences due to illness, family emergency, University sanctioned event, or extraordinary circumstances beyond the control of the student but deemed excusable by the instructor, students shall be allowed to make up each assignment/test missed for one of these reasons with an assignment/test of equal value and equal course content.</p> <p><u>Electronic devices</u> The use of many electronic devices within the classroom is disruptive and discourteous. Cell phone and headphone use, of any kind, during class is strictly prohibited. If a cell phone is needed for emergency usage, the instructor should be notified before class and the phone switched to a ring mode that will not disturb the class. Anyone using a cell phone in class, for any other purpose, will be dismissed from class and counted absent for the class period.</p> <p>Some electronic devices are beneficial to the learning process. The use of laptop computers and tablets is permissible for course related purposes. Any other purpose will result in the forfeiture of the privilege of using the electronic device in the classroom for the rest of the semester. However, I do encourage you to handwrite your notes, as most of the research on student learning shows that more knowledge is retained and learning is deeper if students are hand-writing their notes.</p> <p><u>Class cancellation/Inclement Weather Policy</u> If inclement weather occurs during the semester, check SBU's homepage for school cancellation information. An announcement will be posted on Blackboard for class cancellations. Commuters should determine the safety of roads between your home and SBU. Student is still responsible for notifying faculty of the absence and reason thereof.</p> <p><u>Reading assignments</u> Reading assignments will be provided throughout the semester. Students are responsible for reading each assignment before each class session. I reserve the right to institute a regular reading quiz if students are not reading and prepared to engage in discussion.</p> <p><u>In class activities</u> Students are expected to be present in class. Periodically, there will be in-class exercises such as writing assignments, group discussions, activities, and exercises that will increase students' understanding and mastery of the subject.</p> <p><u>Exams</u> Two exams will be given, which carry equal weight. Exams will consist of multiple choice and short answer questions. Make-up exams will only be given for excused absences. I must be notified <u>prior</u> to exam time if the student will need to make up an exam and all make-up exams must be taken within one week of the scheduled date. Exams will include information from texts, lectures, class discussions and video presentations.</p> <p><u>Research paper</u> Minority-majority relations is a large area of research and we will not be able to cover everything in this class. The goal of this paper is to go in depth on some topic that you are passionate about. Each student will complete a single extended paper that deals with a decisive topic in the study of race and ethnicity. This will account for 25% of the total grade and includes a proposal due earlier in the</p>
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	<p>semester.</p> <p><u>Minorities in American Society Portfolio</u> This is a collection of materials that give systematic evidence of the students' learning and consists of 1) a journal reflecting on the topical sections. Out of 16 topics, you will need to turn in 12, with the due dates listed on the schedule. In these each comments upon or applies insights from the text or other course materials (due at the end of each topical section of class) 2) a book review of a recent sociological book on the topic of race and ethnicity, preferably one related to your research project, 3) reflective synopses of responses of any documentaries, guest speakers, and/or field trips during the course. Further details will be distributed in class.</p>										
Grading:	<table border="0" style="width: 100%;"> <tr> <td style="width: 60%;">A = 90-100</td> <td style="width: 40%;">Attendance, In-class Activities, and Quizzes 10%</td> </tr> <tr> <td>B = 80-89%</td> <td style="text-align: right;">2 Exams 40%</td> </tr> <tr> <td>C = 70-79%</td> <td style="text-align: right;">Research paper 30%</td> </tr> <tr> <td>D = 60-69%</td> <td style="text-align: right;"><u>Portfolio: 20%</u></td> </tr> <tr> <td>F = 59% or less</td> <td style="text-align: right;">Total 100%</td> </tr> </table>	A = 90-100	Attendance, In-class Activities, and Quizzes 10%	B = 80-89%	2 Exams 40%	C = 70-79%	Research paper 30%	D = 60-69%	<u>Portfolio: 20%</u>	F = 59% or less	Total 100%
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Disability Statement:	<p>Southwest Baptist University desires to provide all students with optimum learning experiences. If you have a disability that impacts learning in this course, you must contact the Director of Special Academic Services in order to receive special assistance. (Office: Mabee Chapel, Success Center 116; Phone: 417-328-1689)</p>										
Academic Integrity Policy:	<p>Any student submitting research in this course that it is copied from another source and not his or her own original work will receive an automatic F (no credit) for the assignment.</p> <p>Any student found cheating on an exam will receive an automatic F (no credit) for the exam. Any students using cell phones, I-pods, laptops or notes during the exam will be classified as cheating.</p> <p>An Academic Infraction will be submitted to Student Life for both plagiarism and cheating. An Academic Infraction is subject to the policy below and may involve consequences beyond the forfeited points.</p> <p>Class C violations consist of unacceptable moral or ethical behavior; serious law violation(s); serious damage to property; or behavior that is harmful (or potentially harmful) to self, others, or the university. Therefore, the following class C violations are considered potentially dismissible offenses, depending on the severity of the incident.</p> <ol style="list-style-type: none"> 1. Violation of federal, state, or local laws. 2. All forms of academic dishonesty such as plagiarism, cheating, and violation of the computing resources policy. The computing resources policy appears in the Student Handbook under "Services for Students." <ol style="list-style-type: none"> a. Plagiarism: (1) Using the ideas or writings of another as one's own; (2) Appropriating passages or ideas from another and using them as one's own, as defined in the American Heritage Dictionary of the English Language, New College Edition published by Houghton-Mifflin, 1980. <ol style="list-style-type: none"> i. Examples of plagiarism include, but are not limited to: <ol style="list-style-type: none"> (1) Using ideas, words or phrases, and/or wholesale scripts from another's work without proper acknowledgment. (2) Submitting the same work in two courses without the written permission of each instructor. ii. Additional examples of plagiarism may be found in the textbooks for English 										

	<p>Composition I and II.</p> <p>b. Cheating: (1) To deceive by trickery; (2) To mislead; (3) To practice fraud; and/or (4) To act dishonestly, as defined in the American Heritage Dictionary of the English Language, New College Edition published by Houghton-Mifflin, 1980. Examples of cheating include, but are not limited to:</p> <ol style="list-style-type: none"> i. Collaborating without authorization ii. Presenting work done by another as one's own, either in part or in whole. iii. Altering a paper or other evaluation instrument after the grade has been assigned for the purpose of misrepresenting the student's performance. iv. Enlisting another person to take one's evaluation procedure. v. Using prohibited sources of information for examinations or other testing procedures. vi. Knowingly providing any unauthorized assistance to other students. vii. Falsifying or changing information concerning academic achievement. viii. Facilitating any act that promotes academic dishonesty including the withholding of information concerning the academically dishonest conduct of another.
Faith Integration Strategy	<p>The course will highlight political and social action that manifests the following scripture in particular: He has shown you, O mortal, what is good. And what does the LORD require of you? To act justly and to love mercy and to walk humbly with your God. – Micah 6:8 (NIV)</p>
Department of Behavioral Sciences Mission Statement:	<p>The Mission of the Department of Behavioral Sciences is to provide students the educational opportunity to scientifically investigate human behavior at the individual, social, and spiritual levels, while seeking to develop ways of thinking about people and assisting them in coping with their problems.</p>
Department of Behavioral Sciences Vision Statement:	<p>The Vision of the DBS is to develop within students an understanding of the human being as a thinking and behaving person with a knowledge of the methodology that permits such a scientific inquiry by:</p> <ul style="list-style-type: none"> • providing academic and practical experiences in the areas of psychology, sociology, human services and criminal justice • challenging students to seek academic and scholarly excellence • encouraging students to increase self-awareness and individual development, while integrating Christian faith within their chosen field • increasing the students' sensitivity to gender, racial and cultural diversity issues, and ethical and professional concerns <p>Further, the department has the unique vision of helping the academic community in their own personal lives as situations merit special attention in counseling and assessment.</p>
Department of Behavioral Sciences Goals:	<p>Goal 1: Develop a knowledge base in the student's chosen major area (Criminal Justice, Psychology, or Sociology) 1.1 Comprehend key concepts. 1.2 Apply key concepts.</p> <p>Goal 2: Practice critical thinking 2.1 Employ scientific reasoning. 2.2 Demonstrate information literacy. 2.3 Engage in problem solving.</p> <p>Goal 3: Develop professional values</p>

	<p>3.1 Apply ethical standards 3.2 Enhance faith integration. 3.3 Evaluate the impact of diversity. 3.4 Apply values that build community.</p> <p>Goal 4: Utilize effective communication skills</p> <p>4.1 Write effectively 4.2 Exhibit effective presentation skills 4.3 Interact effectively with others</p> <p>Goal 5: Engage in professional development in preparation for the workforce and continuing education</p> <p>5.1 Develop meaningful career goals. 5.2 Integrate learning with career goals. 5.3 Exhibit self-regulation.</p>
Expectations for Classroom Culture	<p>In this course, we will discuss many subjects that can be difficult to talk about. Students may have personal experience and find particular topics distressing, and the tone of our national conversation surrounding minorities in America will impact our classroom dynamic. In the first week of class, students will read an article about creating a classroom culture where difficult discussions are handled with sensitivity and openness. I encourage each of you to thoughtfully consider your personal experiences with the topics, to come to me with particular concerns, and to practice both consideration and generosity in your conversations with each other. The creation and maintenance of a classroom culture which fosters learning will be a goal throughout the semester.</p>

IMPORTANT DATES:

9/27	2-page proposal due for in-class review
10/11	midterm exam
11/10	draft of paper for in-class review
11/17	research paper due
12/11	portfolios due
12/14	final exam

**COURSE SCHEDULE - MINORITIES IN AMERICAN SOCIETY SOC 4043
FALL 2017**

Some readings may change

1. Introduction

Monday, August 21

Eclipse at 1:12 pm - Class Cancelled. Dr. Michalka will be in her office in the am and will be accessible via email.

Wednesday, August 23 Introduction

Reading: Brookfield "Teaching for Critical Thinking, Chapter 8
Ground Rules (Carnegie Mellon)

Friday, August 25 Introduction Race and Ethnicity

Reading: Scott Chapter 1, *An Introduction to Race and Ethnicity*
Due: Learner Journal Entry on Topic 1

2. Historical Roots and Concepts of Race and Ethnicity

Monday, August 28

Reading: Omi and Winant "Racial Formations"

Wednesday, August 30

Reading: Finish reading Omi and Winant

Friday, September 1

Reading: Lee and Bean "Beyond Black and White: Remaking Race in America"
Due: Learner Journal Entry

Monday, September 4

Labor Day - No classes

3. Prejudice and Discrimination

Wednesday, September 6

Reading: Scott Chapter 2 *Social Inequality: Prejudice and Discrimination*

Wednesday, September 6

Reading: Bonilla-Silva "Racism without Racists"

Friday, September 8

No readings

Due: Learner Journal Entry

4. Dominant Ideologies

Monday, September 11

Reading: Scott Chapter 3 - *Dominant Ideologies, Oppression and Inequalities*

Wednesday, September 13

Readings: Guinier and Torres "The Ideology of Color Blindness"

Due: Learner Journal Entry

5. Privilege

Friday, September 15

No readings

Monday, September 18

Reading: Scott Chapter 4 - *Privilege and White Supremacy*

Due: Learner Journal Entry

6. Internalized Oppression and Identity

Wednesday, September 20

Reading: Scott Chapter 5 - *Internalized Oppression*

Friday, September 22

Reading: Morning "Race and Rachel Dolezal"

Due: Learner Journal Entry

7. Intersectionality

Monday, September 25

Reading: Desmond and Emirbayer - Intersectionality

Due: Learner Journal Entry

Wednesday, September 27

Due: 2-page proposal draft due - discuss in class; edited version due 10/2

8. Media Representations

Friday, September 29

Reading: Scott Chapter 7 - *Media*

Monday, October 2

Reading: Dirks and Mueller "Racism and Popular Culture"

Due: Edited version of proposal

Wednesday, October 4

Reading: Merskin "Winnebago... the Persistence of Stereotyping Native Americans in American Advertising Brands"

Due: Learner Journal Entry

9. Immigration and Citizenship

Friday, October 6

Reading: Scott Chapter 13 - *Immigration and Citizenship*

Monday, October 9

Reading: Levitt "Salsa and Ketchup: Transnational migrants Straddle Two Worlds" and exam review

Due: Learner Journal Entry

Wednesday, October 11 - MIDTERM EXAM

Friday, October 13

No classes, fall break

10. Education

Monday, October 16

Reading: Scott Chapter 6 - *Education*

Wednesday, October 18

Reading: Farkas 2004 "Black-white Test score gap"

Due: Learner Journal Entry

11. Residential Segregation and the Environment

Friday, October 20

Reading: Scott Chapter 8 - *Residential Segregation*

Monday, October 23

Reading: Massey, "Residential Segregation"

Wednesday, October 25

Reading: Bullard "Environmental Justice in the 21st Century"

Due: Learner Journal Entry

Friday, October 27

Dr. Michalka gone for a conference, no class

12. Economic Inequality

Monday, October 30

Reading: Scott Chapter 9 - *Economic Inequality*

Wednesday, November 1

Reading: Transformative Assets

Friday, November 3

Reading: Gilens 2000 "Why Americans Hate Welfare"

Due: Learner Journal Entry

13. Employment and Race

Monday, November 6

Reading: Pager "The Mark of a Criminal Record"

Wednesday, November 8

Reading: Kristen vs. Aisha or When the Melting Pot Boils Over

Friday, November 10

Due: A draft of your research paper for in-class workshop and peer review
Learner Journal Entry

14. Health

Monday, November 13

Reading: Scott Chapter 10 - *Health and Inequality*

Wednesday, November 15

Reading: Williams and Sternthal, "Understanding Racial and Ethnic Disparities in Health"

Friday, November 17

Reading: Block, Balcazar, and Keys "Race, Poverty, and Disability: Three Strikes and You're Out! Or Are you?"

Due: Research Papers
Learner Journal Entry

November 20-24 Thanksgiving Break - No Classes

15. Legal and Political Issues

Monday, November 27

Reading: Scott Chapter 11 - *The Law*

Wednesday, November 29

Reading: Alexander The New Jim Crow, "The Color of Justice"

Friday, December 1

Reading: Hollenbach, "The Common Good and Christian Ethics"

Due: Learner Journal Entry

16. Social Development and Moving Forward

Monday, December 4

Reading: Scott Chapter 14 - *Social Development*

Wednesday, December 6

Reading: Scott Chapter 15 - *Undoing Racism*

Friday, December 8

Reading: Gallagher "10 Things You Can Do to Improve Race Relations"

Due: Learner Journal Entry

Monday, December 11

Wrap up and review for exam

Due: Portfolios

Final Exam: Thursday, December 14, 1:30-3:30pm

Appendix: Portfolios – Minorities in American Society (SOC 4043)

This is a collection of materials that give systematic evidence of the students' learning and consists of:

1) a **journal** consisting of 12 reflections over the course of the semester. Students do not have to write one for every topic, but the due dates are on the course schedule for each topic section. In these students comments upon or applies insights from the text or other course materials.

These are informal, about a page in length (300 words). In these, students can think through writing. They are assessed by completeness, and I will provide feedback encouraging deeper learning. Students should feel free to reflect upon what we have read for class, a particular moment in class lecture or discussion as well as to connect the insights to something outside of class, such as their personal experience, current events, or other interactions.

These will be assessed throughout the semester. Students can use the journal function on Blackboard, or can periodically hand in a notebook or 3-ring binder with their reflections. They should inform me at the beginning of the semester which way they will assemble their journal entries. At the end of the semester, these will be compiled with the rest of the materials for the portfolio.

2) a **book review** of a recent sociological book on the topic of race and ethnicity.

Suggestions will be given in class. Students are welcome to read other texts, but please check these with the professor to assure that they are *peer-reviewed, social scientific* books. Students are encouraged to choose a book that is related to their interests with regard to the research paper. Students who do not double check their book with the professor may not receive full credit for their book review if its contents are not up to standards. This is due towards the end of class as part of the portfolio.

3) **synopses of responses to (longer) videos, guest speakers, field trips, etc.**

Similar to the journal entries, students reflect on the content, but should also *summarize* and *analyze* what they are seeing. Videos and guest speakers (as well as lectures and readings) should be received with critical thinking skills and not just accepted as truth.

These synopses will be due at the end of the class as part of the portfolio.

The result of the portfolio is a polished, progressive, and cumulative representation of each student's learning in the course. They can be useful for professional or graduate job applications and as a record of the course and the learning involved. They encourage reflection on behalf of both the students and the professor as to best practices and teaching methods. Each of the three portions of the portfolio count for a third of the total portfolio grade (20% of the final grade).

If students would like to see sample portfolios, they are welcome to come by my office hours to view an example.

How to write a good book review

Book reviews are informative reports that discuss a book from an objective stance. They offer a brief description of the text's key points and often provide a short appraisal of the work's strengths and weaknesses. I expect your reviews to be 2-3 pages, or 600-900 words.

Before You Read

Before you begin to read, consider the elements you will need to include in your review, such as:

- Author:** Who is the author? What else has s/he written? Has this author won any awards? What is the author's typical style?
- Genre:** What type of book is this: fiction, nonfiction, romance, poetry, youth fiction, etc.? Who is the intended audience for this work? What is the purpose of the work?
- Title:** Where does the title fit in? How is it applied in the work? Does it adequately encapsulate the message of the text? Is it interesting? Uninteresting?
- Preface/Introduction/Table of Contents:** Does the author provide any revealing information about the text in the preface/introduction? What judgments or preconceptions do the author and/or "guest author" provide?

You can begin your report with a citation, or you can incorporate these items into the report itself.

As You Read

When reading scholarly works, look for the main ideas and be ready to talk about them.

- Argument:** How is the work's argument set up? What support does the author give for the findings? Does the work fulfill its purpose/support its argument?
- Key Ideas:** What is the main idea of the work? What makes it good, different, or groundbreaking?
- Quotes:** What quotes stand out? How can you demonstrate the author's talent or the feel of the book through a quote? Should you include direct quotes from the reading?

When You Are Ready to Write

Begin with a short summary of the work, before evaluating its contributions and effectiveness.

- Organization of your review:** The purpose of the review is to critically evaluate the text, not just inform the readers about it. Leave plenty room for your evaluation by ensuring that your summary is brief. I expect 1 page of summary and 1-2 pages of evaluation.
- Your Evaluation:** Choose one or a few points to discuss about the book. What worked well for you? How does this work compare with others by the same author or other books in the same genre? What major themes, motifs, or terms does the book introduce, and how effective are they? Did the book appeal to you on an emotional or logical way?

Revising/Final Copy

Do a quick double check of your paper:

- Double-check the spelling of the author name(s), special terms, and publisher.
- Try to read from the vantage point of your audience. Is there too much/enough summary? Does your argument about the text make sense?
- Double-check your quotes for accuracy

Appendix: Research Paper – Minorities in American Society

In order to deepen students' learning and understanding on issues related to minority-majority relations in the United States and race and ethnic issues, students will write and submit a 15-page research paper.

Summary:

First few weeks of class: Choose a topic by talking with Dr. Michalka

Sept. 27: Proposal due

Nov. 10: In-class workshop

Nov. 17: Research paper due.

Choosing a Topic

A well-chosen research question and project is one that 1) you are interested in, 2) is related to key enduring questions in the sociology of race and ethnicity, 3) is a manageable project using the tools of research and analysis that you have developed over the course of your studies. Each student can talk with Dr. Michalka during her office hours or after class about his or her interests.

Constructing a research question

My advice for you in constructing a research question is the following:

- **What is a topic that really interests you?** Don't start by trying to figure out what is the "right" question to pick. Start by thinking of topics that really grab your attention and that you really want to know more about.
- **Narrow it down to a question.** For example, let's say that you are really interested in why women earn less than men. That is a great question, but it is a big one. You will not be able to answer it in a 15-page paper. You could narrow it down by saying that you want to look at why there is a difference in income between male and female doctors or business executives. Those are manageable questions.
- **Is your question sociological?** If you are writing for a sociology class, you want to make sure that your question is sociological. A good basic definition of a sociological question is as follows: **Sociological questions are questions that examine the social meaning or patterns of a phenomenon.** The key here is that it has to be social - involving groups rather than individuals - and it has to address patterns or meanings. Let's take the example of AIDS. Here are three very interesting questions about AIDS.
 - o What treatments are effective in prolonging the lives of AIDS patients?
 - o Does having AIDS increase the likelihood a person will be depressed?
 - o Does treatment for HIV vary by social class and ethnicity?
- The first question is a medical question. The second is a medical and psychological question. Only the third is really a sociological question. Why? Only the third question looks at patterns among groups. Sociologists also look at questions of meaning. So another sociological question on AIDS could focus on the symbolic meaning of AIDS in contemporary America. The key is to make sure that you are looking at patterns and meaning for groups, not individuals.

Proposal

A two-page proposal is due the fifth week of class, on September 27th for an in-class workshop and an updated one on 10/2. The proposal should address the final research paper's *objective*, a brief literature review, the methodology and process of analysis as well as a bibliography. The following guide should help clarify what is expected in the proposal:

- What is the *objective* of your research paper? What do you want to learn? What question(s) do(es) this research address?
- What has already been written about this topic? What are the dominant theories, models, or perspectives? What are the gaps or holes in this research? Additionally, why is this research important (to both an academic and a lay population)?
- What are you going to study? And how will you study it? What is the scope of your research? How will you measure what you want to measure? Is it qualitative or quantitative?
- How will you analyze the research you collect? What major themes will you address?

Building the Literature Review

A literature review is used to show that you have read, evaluated, and comprehended the published research on a particular topic. A literature review is structured to show to your professors that you understand the work that has been done in the past on a topic, and will serve as a jumping off point for whatever research you are conducting. It can either be a stand-alone document, or a section at the beginning of a research paper, master's thesis, special project, or report. Writing a literature review will require you to locate published research on a topic, read those materials, and write a description and evaluation of the works.

- Step 1: What is your topic?
 - o What is your research project? You really can't begin to write a literature review until you have determined what your own research is about. Determine the problem and the population you are studying.
- Step 2: Time to visit the library!
 - o Search the library catalog and relevant online databases, such as SocIndex and JSTOR, to locate previously published research on your subject. This will involve finding books, journal articles, dissertations and theses, and possibly reports from governmental agencies or independent organizations.
- Step 3: Read and think!
 - o Read and critically evaluate each item that you have located. What are the researcher's credentials? What kind of methodology was used? Do you find the research to be objective? Do you find the conclusions persuasive? How does the research contribute to your understanding of the issue that you are researching? Are the researchers saying the same things, or are they coming to different conclusions? What are the relationships between the articles? What has been said, and what has not been said? What are some areas for future research?
- Step 4: Start writing!
 - o You may want to sort the materials you have read based on their different themes, theoretical foundations, or varying conclusions. Then, for each

article, describe the research that was done and the conclusions of the authors. Discuss how that particular work contributes to the understanding of the subject that you are working on.

Conducting Research

Some of you may have different affinities or skills regarding research. Depending on these interests and skills, your research will look different. For instance, you may choose to do a content analysis of newspaper or media representations of racial interactions. You may choose to interview key leaders of minority groups in the area. You may perform quantitative analyses of local demographics in comparison to national trends. You may conduct a critical review of institutional practices regarding race and ethnicity. I invite you to come talk to me as often as you desire about your research.

In-class peer-review session

Two weeks before the final papers are due, students will bring to the class whatever portion of the paper they have already worked on. This may be some of your research, a more advanced literature review, or a complete draft of your paper. It should at least be more than the literature review. In pairs, students will review each other's work and offer suggestions related to the methods, critical thinking, analysis, and style. Not only does this help each student move their project along, it also teaches students how to think critically about the process of knowledge production.

Submitting the paper

The research papers are due on Friday, November 17th. Papers will be submitted using SafeAssign in Blackboard. The final paper should be no more than 15 pages, double spaced, with a Times New Roman (or similar) font, size 12. The first portions of the paper are similar to the proposal, but should be expanded. In total, the paper should at least include the following sections:

- **Introduction** setting up the topic, objectives, and summary of main findings of the paper (1 page)
- **Literature review** (described above) (3 pages)
- **Research questions** detailing in question format what you want to learn from this project. (1/2 page)
- **Methodology** describing what you are studying, how you are studying it, and what the scope of the project is. (1/2 -1 page)
- **Findings & Discussion** which clearly lay out what you find and your sociological analysis of the findings (5-7 pages)
- **Conclusion** summarizing the entire paper in a few paragraphs, reflecting on the learning process, and suggesting avenues of future research (2 pages)
- **Bibliography** of all references used in the paper, cited using appropriate style guidelines. (1 page)

Style

I expect the papers to conform to scholarly writing and citation conventions. The Oregon State University Writing Guide and Purdue's OWL site are useful resources for students (pdf versions and links to the websites can be found on Blackboard in the Lessons tab).