

Sociology 205: InterCultural Dialogues

Spring 2022 Syllabus [as of January 26, 2022]

University of Wisconsin-Madison

Instructor and Coordinator: Esther HsuBorger

Office Hours By Request (email to arrange a time to meet online)

“Dialogue is a form of struggle; it’s not just chitchat.” — Cornel West

“To be changed by ideas was pure pleasure. But to learn ideas that ran counter to values and beliefs learned at home was to place oneself at risk, to enter the danger zone. Home was the place where I was forced to conform to someone else’s image of who and what I should be. School was the place where I could forget that self and, through ideas, reinvent myself.” — bell hooks

“The sociological imagination enables us to grasp history and biography and the relations between the two within society. That is its task and its promise.” — C. Wright Mills

Course Description

Since 2005, InterCultural Dialogues (ICD) has been an interactive, discussion-based, student-driven course. Students are introduced to the sociological analysis of race, ethnicity, and other intersecting categories. Students gain experience researching, analyzing, and facilitating discussion on current events and social issues. What makes ICD distinct is its format, which emphasizes peer-guided discussion and interactive learning activities. Students critically reflect on their own identity formation and connect their experiences to larger social issues and movements. Students gain intergroup communication and critical thinking skills necessary for promoting diversity, equity, and inclusion at UW-Madison as students, as members of society and groups, and for their future pursuits.

Learning Objectives for Students: (1) Gain introductory understanding of sociological concepts and social theories, as they pertain to race and ethnicity and other intersecting identities, racial domination, and social change, (2) Cultivate a reflexive habit and practical tools for ongoing personal reflection and intergroup dialogue, and (3) Improve critical thinking and confidence in making connections between the social and the personal, between theory and action, and between concepts and lived experience.

Content: The course begins by analyzing the *socially constructed* categories of difference that dramatically shape people’s lives in the U.S.: race and ethnicity, nationality, gender, sexuality, religion, and ability. First, we parse out the various ways that race “works”—as an asserted personal or shared identity, as a practice of ascription, and as a social classification system. In the second half of the course, we build on the concept of social construction to wrestle with the reality of the *material consequences* that bear on the lives of people with marginalized identities. We look at specific domains of social life: education, work, politics, the arts and media, neighborhoods, etc. For each domain, students will analyze the many levels at which domination occurs—historically, through policies, through institutional and organizational practices, as well as interpersonally between people. Students will grapple with the reverberating effects of unearned privileges and compounding disadvantages.

Structure: With each topic, students must demonstrate not only intellectual engagement but also personal reflection. In other words, in addition to being a stimulating learning community, ICD aims to cultivate a safe environment for students from all backgrounds to not only participate but also thrive. To this end, the course is structured to dynamically engage students on multiple levels (intellectual understanding, interpersonal dialogue, and personal action) and through multiple modes (small-group discussion, larger-group discussion, written, visual, aesthetic).

ICD Student Code of Conduct

1. Maintain safe space. Throughout the semester, keep in mind the safe space rules that your section establishes the first week of class. Jot them down if you need to.
2. Lean in, lean out. In each class, if you've spoken up a lot already, lean out to allow others to speak. If you've spoken less or not at all, lean in to share your thoughts.
3. Continuous attendance AND engaged participation help create a safe environment in class.
4. We do not allow the use of computers, cell phones, or any other electronic or distracting devices in the classroom. This affects your participation grade.

Conduct for Zoom Class Meetings

1. Maintain safe space. This will be particularly important to remember in online settings. Although we are not sharing the same physical space, we are creating a shared growth space.
2. Throughout the class time, all participants should have their video settings on at all times. Nonverbal communication as important as spoken words in many of our discussions. The video feature of Zoom will help everyone communicate as effectively as possible.
3. While you are in the zoom class meeting, be sure that you are not using your computer or phone to search the web, check email, or be somehow otherwise engaged. We are all working under non-normal circumstances, but it is still important to be fully engaged and participating.

Grading

A: 100-93 points | AB: 92-88 points | B: 87-83 | BC: 82-78 | C: 77-70 | D: 69-60

Attendance, Participation, Quizzes, & Surveys	57 points
Weekly attendance & participation	42
Weekly reading quizzes/responses	12
Survey #1, Midterm Survey, Survey #3	3
Assignments	43 points
Weekly reflections	14
Interview Project	6
"Special Topic" Discussion Leader: Plan & Execution #1	8
"Special Topic" Discussion Leader: Plan & Execution #2	8
Personal Artifact: Memo & Presentation	2
Outreach Project	5

Please see the syllabus' final pages for an overview of due dates and assignment frequencies.

Attendance and Participation

Attendance:

- Attendance is required for every class. Arriving late to class (more than 5 minutes) will result in a “0” for attendance that day.
- Excused absences consist of academic reasons, as per university policy. Absences for religious observances are permitted. Inform the Instructor and your Facilitators within the first two weeks of classes of conflicts, not the day before.
- For non-excused absences, you’re encouraged to let your Facilitators know as a courtesy (even if you can’t “make up” the points—that’s what extra credit is for).

Participation:

- Attendance is not the same as meaningful participation. Participation means giving complete attention, active listening, and offering thoughtful comments.
- Some students are quieter, while others share readily. Thus, we encourage all students to practice “leaning in, leaning out.”
- Students’ participation points are affected when they use outside technology or are otherwise disengaged.
- For online versions of the course, participation includes having the video turned on and active engagement with course discussion.

Quizzes:

- Quizzes are designed to make sure that students have a detailed understanding of *major* concepts and topics covered in the course. They are not meant to be tricky. If you do the readings in earnest and know major words/concepts/facts, you should do well on them.
- Quizzes will entail 3-5 multiple-choice, true or false, or short answer questions.
- The quiz will be available for 48 hours *before* the readings are discussed in class (from Friday 11 pm to Sunday 11 pm).

General Assignment Guidelines

- **No late work is accepted. All assignments are due at 11 pm sharp of the due date.**
- All assignments should be submitted to the correct Canvas folder. You will always receive an automatically generated email saying your assignment was successfully submitted. Save those email receipts in case there is ever a discrepancy or “technical issue.” If you do not receive an email but have submitted your assignment, email your assignment to the Instructor and Facilitators.
- **To receive full credit, all papers must follow this formatting and word count**
 - Heading: First and last name, lab section number, and assignment name in the header
 - Times New Roman, 12-point font
 - Double-spaced, 1” margins on all four sides
 - Follow word count specifications (no more, no less)
- The assignments and readings in this syllabus may change at the Coordinator’s discretion.

Assignment Instructions & Rubrics

Readings: Complete before Class

On average, students will complete about 40-50 pages of readings each week. Required readings are drawn from the following texts:

- *Race in America* [RIA] by Matthew Desmond and Mustafa Emirbayer, 2015, WW Norton. <https://wnorton.com/books/9780393419504>
- *Race & Racisms: A Critical Approach, Brief Edition* [R&R] by Tanya Maria Golash-Boza, 2016, Oxford University Press. <https://global.oup.com/ushe/product/race-and-racisms-9780197533215>
- *Gender: Ideas, Interactions, Institutions* [GIII] by Lisa Wade and Myra Marx Ferree, 2014, WW Norton. <https://wnorton.com/books/9780393667967>
- *LGBTQ+ Studies: An Open Textbook* edited by Deborah Amory and Sean Massey, 2020, Open Educational Resources NYS. <https://courses.lumenlearning.com/suny-lgbtq-studies/>
- *Exploring Disability: A Sociological Introduction*, 2nd Edition, by Colin Barnes and Geof Mercer, 2010, Polity. <https://www.wiley.com/en-us/Exploring+Disability%2C+2nd+Edition-p-9780745634852>
- *Handbook of the Sociology of Religion* edited by Michele Dillon, 2012, Cambridge University Press). <https://www.cambridge.org/core/books/handbook-of-the-sociology-of-religion/F104DD92A8E7F88FBFD422F9EDFC39DC>

Reflection Papers: Due every Friday

Purpose: Due at the end of the week, reflection papers are students' chance to reflect on any lingering questions they have about the week's topic, lab activities and discussion, and draw connections to their individual lives.

Details: You should focus on the content covered in class and how it is affecting your own personal growth and understanding of the material. Refrain from writing about your facilitators, icebreakers, or your classmates, unless it relates specifically to the topic. Your Facilitators and the Coordinator will read your reflection, and write a response.

Instructions: Respond to at least 3 of these questions in your paper (400-500 words total per week):

- How did your attitudes or understanding about the topic change from before we began the topic and after we completed the topic?
- What unanswered questions or unresolved tensions do you have?
- Are there events going on in your life or the news that connect with—or complicate—what we've been discussing in class?
- What were specific moments during lab (e.g. a personal story shared, an activity, a video, etc.) that stuck out to you as difficult, important, or transformative? How did those moments affect you?
- Were there moments during class you felt unsafe or you saw another student feeling unsafe? What could have been done to prevent or mitigate that?
- Given what you've learned, how will you apply this knowledge to your everyday life, your future career, your activism and civic engagement, and your personal relationships?

Discussion Leaders for “Special Topic” Wednesdays

Description: Twice during the semester with, you will be paired with another student to plan and then execute an interactive 30-minutes class discussion. Specifically, you will facilitate a discussion on a more focused, narrower “Special Topic” that falls within the week’s main topic.

Purpose: The purpose of this assignment is to empower students to take leadership over their own and their peers’ learning. The discussion leaders will gain skills for how to plan a short discussion through an intentional activity, purposely selected media, discussion questions

1. Rank the Weekly Topics: During Week 1, you will be asked to identify your top choices for a Weekly Topic. The Instructor and Facilitators will consider your preferences and assign students to 2 topics (and 2 partners).
2. Choose a “Special Topic”: Once you’ve been assigned to a week, look on Canvas, where you will find a list of approved Special Topics for each week. You and your partner will come to an agreement on which to focus on. E.g. Say you’re assigned to “Week 4: Citizenship, Immigration, and Nativism,” and you and your partner decide to focus on the Special Topic of “Undocumented Immigration.” Students may propose another focused topic to the Coordinator.
3. Lesson Plan Draft: Two weeks before you and your partner co-facilitate class discussion, you will jointly submit a proposed draft of a Lesson Plan (rubric below). Plan ahead, so you have enough time to prepare your draft together. A sample Lesson Plan will be available on Canvas. Then, within a week, you will be given feedback and suggested revisions.
4. Execute the Plan: Complete the revisions and submit the final Lesson Plan. Then, on the Wednesday of your assigned week, you and your partner will co-lead discussion.
5. Peer Feedback: You will receive written comments and constructive feedback from your peers and Facilitators about the discussion you facilitated. Try incorporating these insights the next time you lead discussion for ICD (and other contexts).

Each discussion should be 25-30 minutes. A successful discussion will:

- Introduce the Special Topic in a creative and engaging way. This might be through an original spoken word poem, a music video or a song with the lyrics printed out, a competitive game, a short video clip, or an interactive activity. It can be almost anything. But it *must clearly relate* to your Special Topic and it *should not* be solely a PowerPoint.
- Explicitly draw from the week’s required readings. You are encouraged to draw on any other relevant social science research. But you must at least amplify and creatively incorporate the parts of the course reading that discuss your Special Topic.
- Animate and dynamically engage classmates in discussion.

Rubric: 8 points total

Lesson Plan and Preparation: 3 points

- Lesson Plan Draft: 2 weeks before your assigned week, each partner should submit their joint lesson plan to Canvas. A successful lesson plan will be as detailed and concrete as possible, and give the Facilitators and Coordinator a crystal-clear, moment-by-moment mental picture of what your discussion will look like. For an example, see the lesson plan provided on Canvas.

The lesson plan must include

- Time stamps to indicate how many minutes you'll spend on each component
 - Partner names notated next to activities to indicate which partner is taking the lead on which parts of the discussion
 - A creative, visual, or interactive introduction to the Special Topic
 - 6-8 open-ended discussion questions: write them out exactly as you plan to pose them; they should be clearly worded, not confusing, and push your peers' critical reflection
 - Instructions: For any activities, write out the exact instructions you will give
 - Introduction of media: For media you use, write out exactly how you will introduce the
 - Endnote citations of the scholarly resources you have used
- **Revised Lesson Plan.** Within 1 week, your Facilitator will provide feedback and suggestions. Revise the lesson plan accordingly. Submit the revised final plan before your assigned date. When you upload your Revised Lesson Plan to Canvas, include a comment in your submission about how equitable you thought the division of labor was between you and your partner. This will be visible only to the Facilitators and the Coordinator.

In-Class Facilitation: 5 points

- 2 points: Accurate and informative: use of research, scholarly sources, and reading material
- 1 point: Clarity, prepared, and time management: technical setup, 25-30 minutes timeframe (you will be cut off at 35 minutes)
- 1 point: Engaging, interactive, and creative:
- 1 point: Cooperation and division of labor between discussion facilitators

Personal Artifact

Description: Each week beginning Week 4, one student will present a Personal Artifact that represents student's personal growth, personal journey, or a personal experience with regards to that week's topic (e.g. Citizenship and Nativism, Disability and Ableism, the Criminal Justice System). The artifact can be visual, auditory, and/or physical, e.g. a physical object, a photograph, a song, a piece of clothing, a book, a letter, etc. Prior to the presentation, the student will submit a brief memo explaining the artifact's significance.

Rubric: 2 points

Memo: 1 point:

Write a memo (250-300 words) explaining what the artifact is and why you chose it. It might capture an important person who shaped your identity or your attitudes, with regards to that topic. It might reflect a change in how you used to approach the topic versus how you experience it now. Submit the memo to Canvas. The memo is intended to help you prepare for your presentation of the artifact.

In-Class Presentation: 1 Point

Prepare a 5-minute presentation in which you describe the artifact and its significance to you and your identity, attitudes, knowledge, or evolution with regards to the week's topic.

Interview Project

Description: You will be assigned a partner to interview and who will interview you. The project has 3 parts, each submitted to Canvas.

Purpose: Students will (1) Gain basic introduction and practice in the research method of qualitative interviewing, (2) Learn how to write up interview findings in a report, and (3) Get to know one other classmate in more depth. Students will be assigned into pairs (or groups of 3). The pairs will interview each other twice during the semester.

Rubric: 6 points total

Step 1: Formulate interview questions: 1 point

Individually, students will write and submit a list of 30-35 open-ended interview questions. Facilitators will provide feedback for each set of questions. Please respond to their feedback before interviewing your classmate. The questions should draw out the interviewee's experiences as they relate to the following (and other related themes)

- Their background, where they are from, formative experiences, and identities
- Their experiences in Madison broadly and at UW-Madison specifically, and
- What sort of impact ICD has had on their understandings of race and ethnicity, racism, privilege, and social change.
- Any other thoughtful questions you would be interested in asking.
- Ways in which they hope to incorporate the topics and lessons of ICD into their daily lives and perceptions of society/reality
- Goals or plans for the future, as they relate to ICD topics

Step 2: Complete the Interview (Submit your notes AND an audio-recording): 1 point

Students will schedule and conduct 40-minute *in-person* interviews with their classmates. While conducting the interview, students should take notes, either handwritten or on their laptop. *You are also required to submit an audio recording of the interview.* All interviews will only be heard by your interview partner and members of the ICD team, unless your explicit permission is given to share it. We may ask you to sign a document authorizing us to share your interview, but whether or not you choose to share your answers will not reflect on your grade. During the interview, if interviewers are running out of time, they should prioritize their "best" questions.

Step 3: Final Report: 4 points

After completing the interviews, students will need to write a paper (900-1000 words) in which they highlight their "findings" from interviewing their classmate. The report should *not* be a mere transcript of what the interviewee said. Rather, students will be graded on the following:

In the first 550-650 words of the report, write a summary highlighting key responses in the interview

- Succinct and clear summary of specific findings in your own words.
- Selective use of verbatim quotes. Quotes should never be more than 1-2 sentence long, and quotes should be used sparingly (only especially powerful or well-stated phrases or ideas).
- Thoughtful integration of what you learned from the interview about your classmate with what have learned from scholarly readings. Connect their thoughts and lives to concepts, historical moments, and ideas from the readings. (Be sure to cite the author and pages.)

In the last 250-350 words, write a reflection in which you reflect on what it was like to be interviewed and what it was like to interview your classmate.

- What did you learn about the skill of interviewing? and listening?
- What was difficult?
- How is learning about someone else's life different when done through interviewing, as opposed to reading this in a book, or discussing this in class?
- What would you do differently next time?

Outreach Project

Purpose: The purpose of this assignment is to demonstrate what you have learned in ICD by reaching out to the UW-Madison campus and wider Madison community. Your project can take many forms according to your own preferences, talents, skills and networks.

Examples: Projects that students have completed in the past include: Write and illustrate a children's story. Write an article or an op-ed for a UW publication or newsletter. Organize an educational event (a scholarly lecture, panel, film screening, cultural soiree) or an activist activity (rally, vigil). Hold an artistic performance (concert, spoken word, theatrical play). Give an ICD presentation at a club, student organization, community organization. Record an interview or podcast with a local radio station. Keep a blog.

Details: The project must be completed individually. The project cannot be something you are using or have used for another course's assignment. The project should also comply with University and ICD policies and guidelines.

Rubric: 5 points total

Proposal: 2 points

You will devise an Outreach Project plan. The Instructor and Facilitators will review the plan in order to make sure that it meets with University and ICD policies and guidelines and that it represents a fair division of labor among all students. This is not only an opportunity to reach out to your community, but it also the chance for you to develop the skills you need to collectively envision an intervention and make that vision a reality.

The proposal should address:

- Who is the target audience?
- What is your objective? What need or gap does your project fill?
- What social problem are you addressing?
- Where is this action going to be located?
- How do you plan on reaching your target audience?
- Create a *detailed, week-by-week* timeline with the *specific steps* you need to take to complete the project.
- Address the following questions:
 - Who do you need to contact?
 - What materials do you need to create?
 - How will you access your target audience?
 - What potential barriers to understanding do you see?
- Create a list of tasks and divide those tasks among all individuals in the class.
- Make sure that you include due dates for task completion.
- You will receive the second point for your proposal if you respond to your Facilitator's feedback (and possibly submit a revised proposal) within a week.

Project Completion, Report, & Documentary Evidence: 3 points

In order to full credit for this project, you must have an approved Outreach Project Proposal. After executing the project, submit a photo of your event and you in action, website link, etc. as documentary evidence of your completed project. Additionally, write a 3-page report (1300-1500 words) answering these questions:

- What was the objective?
- Who was the target audience? How many people attended? Describe the people who attended and organizations represented.
- Why was it beneficial? What impact did it have?
- How did people respond to the project?
- How was working with your classmates? Do you think the division of labor was equal?
- How did you “translate” your message to this audience in a way they would resonate with?
- What did you learn? What would you have done differently, if you were to do it again?
- What are other actions/events that you would like to see in your community?
- What are other things that you would like to do around the social problem that you picked?
- How did you, your classmates, and your community grow from this experience?

ICD Surveys

Description: At three points in the semester, ICD students will complete a survey online. The Coordinator will email out the surveys 1 week before they are due. Keep your eye out for them during the 1st week of class, around the middle of the semester, and after the last class.

Purpose: ICD Surveys gather student feedback and gauge learning, for the purpose of improving the class.

Final Banquet and Class Presentation

This is the culmination of the semester. All ICD sections join together for a potluck meal. Each section will prepare a final presentation involving all of the students. Please bring a dish to share.

Save the Date: Wednesday, May 5, 5:30-7:25 pm / Thursday, May 6, 5:30-7:25 pm (a Doodle poll will be sent out to gauge student availability)

Extra Credit

Students can earn up to 4 extra credits total. Extra credit points will be applied towards your final grade, as a make-up mechanism for any grade deductions. To earn extra credit, you must (1) Attend a pre-approved, relevant event, and (2) Write a paper (500-600 words) summarizing the event and reflecting on its impact on you and how it integrates with what you're learning in the class.

Reflections must be submitted no later than 2 weeks following the event.

You are encouraged to propose relevant events for extra credit, but events must be pre-approved by the Coordinator. Occasionally, the Instructor will also send out extra-credit opportunities.

Campus Resources

Black Cultural Center www.msc.wisc.edu/black-cultural-center/
McBurney Disability Resource Center www.mcburney.wisc.edu
Multicultural Student Center msc.wisc.edu/
Multicultural Student Center Social Justice Resource Guide msc.wisc.edu/guide/
LGBT Campus Center lgbt.wisc.edu/
Title IX Information & Resources www.oed.wisc.edu/title-ix.htm
International Student Services iss.wisc.edu/
Center for Leadership & Involvement cfli.wisc.edu/
Morgridge Center for Public Service morgridge.wisc.edu/
Campus Safety www.safeu.wisc.edu/
EVOC: End Violence on Campus www.uhs.wisc.edu/assault/violence-prevention.shtml
SAFE Ride/SAFE Walk transportation.wisc.edu/transportation/safeservices.aspx 608.262.5000

University & Department Policies

Accommodations

Please send the instructor an email by the end of the second week of the course if you are eligible for special arrangements or accommodations for testing, assignments, or other aspects of the course. This may be the case if English is your second language or you experience a physical or psychological condition that makes it difficult for you to complete assignments and/or exams without some modification of those tasks. Accommodations are provided for students who qualify for disability services through the McBurney Center. Their website has detailed instructions about how to qualify: <http://www.mcburney.wisc.edu/>. Provide a copy of your accommodations request to the instructor by the end of the second week of class. We try to reserve rooms and proctors by the third week in class, so we must know of all accommodations by then.

If you wish to request a scheduling accommodation for religious observances, send an email by the end of the second week of the course stating the specific date(s) for which you request accommodation; campus policy requires that religious observances be accommodated if you make a timely request early in the term. See the university's web page for details: <https://kb.wisc.edu/page.php?id=21698>

Academic honesty

As with all courses at the University of Wisconsin, you are expected to follow the University's rules and regulations pertaining to academic honesty and integrity. The standards are outlined by the Office of the Dean of Students at <http://www.students.wisc.edu/doso/academic-integrity/>

According to UWS 14, academic misconduct is defined as:

- Seeks to claim credit for the work or efforts of another without authorization or citation;
- Uses unauthorized materials or fabricated data in any academic exercise;
- Forges or falsifies academic documents or records;
- Intentionally impedes or damages the academic work of others;
- Engages in conduct aimed at making false representation of a student's academic performance;
- Assists other students in any of these acts.

For a complete description of behaviors that violate the University's standards as well the disciplinary penalties and procedures, please see the Dean of Students website. If you have questions about the rules for any of the assignments or exams, please ask your instructor or one of the TAs.

Departmental notice of grievance and appeal rights

The Department of Sociology regularly conducts student evaluations of all professors and teaching assistants near the end of the semester. Students who have more immediate concerns about this course should report them to the instructor or to the chair, 8128 Social Science (cschwart@ssc.wisc.edu).

Department learning objectives

Beyond the specific substantive and methodological content I will cover in this course, I have designed this course to achieve the following instructional objectives designated as priorities by the Department of sociology:

- *Communicate skillfully*: Write papers and make oral presentations that build arguments and assess evidence in a clear and effective manner.
- *Critical thinking about society and social processes*: Look beyond the surface of issues to discover the "why" and "how" of social order and structure and consider the underlying social mechanisms that may be creating a situation, identify evidence that may adjudicate between alternate explanations for phenomena, and develop proposed policies or action plans in light of theory and data.
- *See things from a global perspective*: Learn about different cultures, groups, and societies across both time and place. They are aware of the diversity of backgrounds and experiences among residents of the United States. They understand the ways events and processes in one country are linked to those in other countries.
- *Work effectively in groups*: Improve their skills in understanding group dynamics and working well with people from different backgrounds with different strengths and weaknesses.

Quick Reference Sheet of Assignments

**No late work is accepted.
All assignments are due at 11 pm (Central time).**

Due Every Week

Reading Quizzes

- Quizzes on Canvas will be opened the weekend before the class discusses the readings (from Friday 11 pm to Sunday 11 pm). These need to be completed by Sunday.

Reflection Paper

- Each week, submit your reflection paper by Friday.

Due Two Times during the Semester

“Special Topic” Discussion Leader: Plan and Execution

- Your Lesson Plan draft will be due 2 weeks before the Wednesday you lead discussion. E.g. If you are assigned to present on Week 5 and leading discussion on Wednesday, February 16, you will submit your Lesson Plan draft during Week 2.
- The Facilitators and Coordinator will review them and suggest any edits by Friday.
- The group presenters will make any revisions and present to the class on Wednesday.

Due Once

Projects Due on Sundays

- Interview Project
- Outreach Project
- Personal Artifact Memo and Presentation

Surveys due on Sundays

- Survey #1
- Survey #2
- Survey #3

Interview Pairings

- These will be updated in the final syllabus

Semester Overview

UNIT	WEEK	MAIN TOPIC	TEXTS & MEDIA	SPECIAL TOPIC DISCUSSION LEADERS	PERSONAL ARTIFACT	OTHER ASSIGNMENTS & IMPORTANT DATES
			Complete by Monday class	Proposed Plan due two weeks before , on Wednesday	Memo due Sunday before class	Weekly Reflection due every Friday ; Reading Quizzes due every Sunday Other assignments due Sundays
Unit 1: Ideology	1: Jan 24	Identity, Intersectionality, and Discourse	<i>RIA</i> Ch 1: Race in the Twenty-First Century, Excerpts			Due Sun. 1/30: Syllabus Quiz and Survey #1
	2: Jan 31	The Idea and Social Reality of Race	<i>R&R</i> Ch 1: The Origin of the Idea of Race			Due Sun. 2/6: Interview questions
	3: Feb 7	Racism in the Media	<i>R&R</i> Ch 4: The Spread of Racial Ideology			
Unit 2: Intersections	4: Feb 14	Citizenship, Immigration, and Nativism	<i>R&R</i> Ch 3: Racism and Nativism in Immigration Policy	302: 303:	302: 303:	
	5: Feb 21	Gender and Sexism	<i>GIII</i> Ch 2: Ideas <i>GIII</i> Ch 5: Intersections	302: 303:	302: 303:	Due Sun. 2/20: Interview completed and notes
	6: Feb 28	Sexuality, Heteronormativity, and Cisnormativity	<i>LGBTQ+ Studies</i> Ch 2: Thirty Years of Queer Theory	302: 303:	302: 303:	Due Sun. 3/6: Survey #2
	7: Mar 7	Disability and Ableism	<i>Introduction to Disability Studies</i> Ch 1: Disability in Society	302: 303:	302: 303:	Due Sun. 3/13: Interview report (<i>Spring Break: March 12-20</i>)
	8: Mar 21	Religion and Spirituality	<i>Handbook of the Sociology of Religion</i> Ch 3/4	302: 303:	302: 303:	
Unit 3: Institutions	9: Mar 28	Education	<i>R&R</i> Ch 6: Educational Inequality	302: 303:	302: 303:	Due Sun. 4/3: Outreach Project proposal
	10: Apr 4	Politics	<i>RIA</i> Ch 3: Politics	302: 303:	302: 303:	
	11: Apr 11	Economics	<i>RIA</i> Ch 4: Economics	302: 303:	302: 303:	
	12: Apr 18	Criminal Justice	<i>R&R</i> Ch 9: Racism and the Criminal Justice System	302: 303:	302: 303:	
	13: Apr 25	Health and Environment	<i>R&R</i> Ch 10: Health Inequalities, Environmental Racism, and Environmental Justice	302: 303:	302: 303:	Sun. 5/1: Outreach Project final report
	14: May 2	Solidarity and Activism	Will be posted to Canvas			Wed. 5/4, 5:30-7:30pm: Banquet Sun. 5/8: Survey #3