Sociology 220: Ethnic Movements in the US
Spring 2015
4:00-5:15 Tuesday & Thursday
5206 Sewell Social Sciences Building
Prof. Pamela Oliver
8143 Social Science 262-6829 or 8128 Social Science 262-1498

Lecture notes and lecture capture will be posted on the course learn@uw page, as will other course details.

Office hours & Contacting Me:
Email: Oliver@ssc.wisc.edu I will answer emails within 24 hours, possibly sooner. Please read the syllabus and on-line documents before asking a question about course procedures or grading.

Office hours: I am the Sociology Department chair and will generally be in either my office or the Chair’s office after 11 most days. The Chair’s job involves a lot of meetings and my schedule is very irregular, so I suggest making an appointment if you need to see my about something important. I will almost always be available to talk to students after class at 5:15, but I need to keep the last 30 minutes before lecture available for class preparation.

NOTE: There are make-up procedures for illness as explained below. Do not come to class if you are ill.

This course will use a social movement perspective to discuss ethnic movements and conflict in the United States. We have seen a recent resurgence in ethnic/racial movements in the US and will be trying to put these events into context. Most of our emphasis will be on American Indian, African American, Mexican American, and Asian American movements and politics, with some brief discussion of other groups including Muslim or Middle Eastern Americans. Questions we will discuss include:
(1) When do groups adopt collective rather than individual strategies for improving their position?
(2) When and how are ethnic & racial identities constructed? How and when do people come to see a common identity despite differences?
(3) How do economic and political conditions affect life conditions and shape the possibilities for collective action? Who has power over the situation? What resources and capacities do aggrieved groups have?
(4) What are the interests and issues involved in inter-group conflict?
(5) How does the history of inter-group relations affect the present?

The past few years have seen a resurgence of public protest around racial/ethnic issues. I plan to shake up the order of my lectures to increase the flexibility to respond to current events. As a result, the lectures will NOT line up well with the books you are reading, but I think that most people will find the increased emphasis on current events to be worth it. The general plan of topics to be covered is:
1. Introductory concepts: social construction of race, a social movements approach, concepts for analyzing controversial issues.
2. Historical context: The construction of the US as a racial state and how the racial origins of the US still shape social issues today. This will include conquest/genocide of Native Americans; slavery & Jim Crow segregation of African Americans; the conquest/annexation of Northern Mexico and suppression of Mexicans in the Southwest; imperialism and immigration incorporating Puerto Ricans, Filipinos, Hawaiians, Alaskans, and Asian Americans.
Learning Goals
This course meets both the ethnic studies and communication b requirements and may be counted as a lower division course for the sociology major.

The “essential learnings: for the ethnic studies requirement are: (1) Awareness of History’s Impact on the Present; (2) Ability to Recognize and Question Assumptions; (3) A Consciousness of Self and Other; (4) Effective Participation in a Multicultural Society. For more details on these goals see http://www.ls.wisc.edu/gened/documents/Criteria_and_Learning_Outcomes_2015.3.15.pdf

This course meets the requirement for extensive writing and revision as well as oral presentations for the Communication B requirement documented http://www.ls.wisc.edu/gened/documents/CommBCriteria.pdf

This course also helps to develop the following learning objectives for the sociology major: (1) Communicate Skillfully: write papers and make oral presentations that build arguments and assess evidence in a clear and effective manner. (2) Critical Thinking about Society and Social Processes: look beyond the surface of issues to discover the "why" and "how" of social order and structure. (3) See Things from a Global Perspective: be aware of the diversity of backgrounds and experiences among residents of the United States and understand the ways events and processes in one country are linked to those in other countries. (4) Work effectively in groups (5) Improve project management skills: ordering and executing a series of complex and inter-related tasks, and integrating distinct components of a project into a final product.

Books and other materials
As I will explain in class, I have chosen books which have explicit points of view because they are ultimately more interesting and instructive than books written from the standpoint of unconcerned observers. I will discuss why there are no "unbiased" books, and give you explicit information about how to locate each book in the larger debates within and around each group. The books are read in the following order, 1/3 of a book a week with the first due date in week 2 of the class. Because the books I was previously using for Mexican Americans and Asian Americans were not popular with students, I have dropped them and will instead provide external sources on these groups from videos web sources and shorter readings delivered via learn@uw. There will also be shorter readings and web sources about recent movements and issues.

1. American Indians. Roxanne Dunbar-Ortiz An Indigenous People’s History of the United States. This book presents an “alternate” view of US history that focuses on the fact that it was a settler-colonial society that was created by the violence of the European settlers. It may upset some students, but is very useful for understanding the importance of point of view and interests and how current structures are shaped by the past. I have not taught from this book before and will be interested in student responses.
   • Week 1: Introduction and Chapters 1- 4 (through 1790: pre-colonial Americans & Europeans, settler myths, colonial war and genocide)
   • Week 2: Chapters 5-7 (1790-1860) Founding of US and wars against specific nations in the western expansion)
   • Week 3: Chapters 8-11 and Conclusion. (After 1860, final wars, colonialism and imperialism; assimilation and civil rights; land claims, the future)

   • Week 1: Preface, Introduction Chapters 1-4 (Background, beginnings, movement centers, SCLC)
   • Week 2: Chapters 5-8 (SCLC citizenship schools; relations among organizations, movement halfway houses, internal organization)
   • Week 3: Chapters 9-11 (1960, Birmingham, Theory & Conclusions)
## GRADING SUMMARY
(More details at the end of the syllabus & memos posted on learn@UW)

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<tr>
<th>Item</th>
<th>Weight</th>
<th>Components</th>
<th>Grading Comments</th>
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<tr>
<td>Papers &amp; Presentations</td>
<td>45%</td>
<td>Research and analyze both sides of two different controversial issues.</td>
<td>Focused on communications-b + ethnic studies requirements. Assigned and explained in section and graded by your TA. Graded on a 4.0 A-F scale; the total grade for papers is a weighted average of these grades. Substantial grade penalty for not doing outline &amp; draft for project 2; otherwise the interim grades are for your information only and do not count. Trajectory of improvement will be considered.</td>
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<td>1. Oral presentation in groups with some individual writing; assigned topics</td>
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<td>2. Analytic research paper about both sides of a controversial issue; you</td>
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<td>choose the topic. Smaller assignments build toward the final papers.</td>
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<td>Participation. Focused on</td>
<td>6%</td>
<td>Attend and participate in bi-weekly discussion section, including participation activities assigned by TA</td>
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<td>the ethnic studies</td>
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<td>requirements and reflection on issues. Pedagogy of learning by writing</td>
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<td>and open-ended thinking about new ideas.</td>
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<td>Lectures &amp; activities</td>
<td>33%</td>
<td>Attend classes &amp; write engaged comments of at least 5-10 sentences</td>
<td>96%+ of the points are required for an A and below 65% is an F. Attending all classes &amp; doing the minimum (5 sentences a class, awareness of content) earns an AB. Attending all classes, often writing more than the minimum and showing engagement with lecture content earns an A. Effort is implemented as a multiplier on the total number of things done. There are make-up procedures explained in syllabus. NOTE: There are bonuses for sitting in rows A-H and getting the “words” at the beginning and end of class.</td>
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<td>about different parts of the lecture (or do make-ups if you are ill).</td>
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<td>Half credit for attending but writing too little or showing evidence of</td>
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<td>inattention. Submitted on paper in “journal folders” as explained in class.</td>
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<td>Also diversity dialog and several additional activities and writing, each</td>
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<td>requiring a time investment approximately equal to one class.</td>
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<td>Readings, videos &amp; other</td>
<td>12%</td>
<td>There are 2 books plus videos and written materials that will be delivered</td>
<td>For the two books, you read at least 1/3 a book for the first six weeks and follow the instructions to write short (~200 words/week) responses. For the other materials, you will be given instructions. You receive 1% for each of three weeks of materials per group plus 1% per group for participating in an activity in section around these materials.</td>
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<td>materials</td>
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<td>through learn@UW. The goal is to experience and think about these materials, not a close textual read nor memorizing specific facts. They are part of the conversation but do not dominate it.</td>
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<td>Discuss readings etc.</td>
<td>4%</td>
<td>Your TA will assign a participation activity in section around the readings/videos about each of the 4 groups.</td>
<td>Your TA will explain how this is graded.</td>
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Assignment and Grading Summary

ADDITIONAL GRADING INFORMATION: You receive a grade for each section of the course on a 4-point scale (the same as your grade point average) where 4 is an A, 3.5 an AB, 3 a B, 2.5 a BC, 2 a C, 1 a D, 0 an F and your course average is a weighted average of these grades. **To earn an A in the course you will need to earn at least an A- on BOTH the participatory attendance elements AND your papers. However, because this course meets both the ethnic studies and communications b requirements, you need to do passing work on both elements to pass the course: To PASS the course with a D you need to PASS BOTH the participatory attendance elements and your papers. To pass the course with a C you need to earn at least a C- in both the participatory attendance elements AND the papers. If you want more details, see the “how your grade is computed” page.**

Discussion sections are required and are an integral part of this course. They provide an opportunity to discuss class issues in a smaller group and are the site of the writing instruction which meets the communications-b requirement. Your TA will be grading your papers, but the whole instructional team is working together to establish common assignments and grading standards.

NOTE: We have made some changes in how parts of the course work this semester, and some of the specific details may have to be modified as we work out the bugs of our new systems, but what you have to do and how things are weighted will be as explained in this syllabus. If we find mistakes in the syllabus regarding grading or realize we need to make adjustments, we will announce corrections in class and on the web site and learn@uw.

Lecture comments/reactions

After every lecture session, turn in 5-10 sentences of “reaction.” As explained in lecture, you will turn these into folders, retrieve them at the beginning of class, re-use a page until it is full and then **leave it in the folder.** I will read and respond to your reactions after every class, but they do not get posted into the computer until later. Periodically I will remove the reaction sheets from the folder and give them to an assistant who will do the computer data entry. Everything that is part of the “lecture” grade is submitted the same way: on paper in the folder, leave there to be removed by me for grading. **DO NOT TAKE GRADED LECTURE COMMENTS HOME WITH YOU!!!** To get credit, they must be removed by me from the folder and given to the grader.

What to write: (1) Your row/seat number. (2) A few jotted notes about things that interested you from different parts of the lecture. (3) Your thoughts or criticisms of things said in lecture. (4) Your feelings about how the content or pacing of the course is going. It is ESPECIALLY helpful if you explain anything that you find upsetting.

If you arrive after the beginning of class or leave early, you must write your arrival or departure time on the sheet. It is academic dishonesty to learn the word of the day or last word of the day from someone else. Just put your arrival/departure time on the sheet.

These lecture reactions are important to me. I read them and I take them seriously. It is my way of being in connection with the students in lecture despite the large class size. It is your opportunity to be in dialog with me. When I can, I often pull questions/comments from these reactions to let students in the class know what other people were thinking, without using names, of course.

Missing Lecture

If you have to miss class for circumstances beyond your control (illness or accident, bereavement, religious observance), you may get credit for attendance for an excused absence by doing a lecture make up. Notice that you must do a make-up to get credit; it is not enough simply to have had a good reason for the absence. **If you need to claim more than four excused absences, you may be asked to provide additional documentation of the circumstances. ALSO communicate with your TA if you will need to miss more than three classes in a row (i.e. more than one week of class).**
In addition to excused absences, any student may receive full credit for up to two unexcused or voluntary absences by following the make-up procedure and may receive half credit for an additional two unexcused absences by following the make-up procedure. A voluntary circumstance is anything that is under your control. This includes difficult choices you may have to make such as studying or attending review sessions for other classes, job interviews, or work hours, not just pleasurable choices such as vacations.

Lecture make-up procedure: Watch the lecture or film on lecture capture posted on learn@uw. Note that the system records how much time you spend doing this, and the requirement is that you watch the WHOLE lecture. Write a 5-10 sentence lecture comment as if you were in class. This may be handwritten or typed. Write “MAKE UP for <DATE> on this comment and put it in the lecture comment folder and leave it in the folder to be posted. If you believe the absence should be counted as excused, state the reason for the absence. If it is voluntary, you do not need to give a reason.

Lecture make-ups need to be submitted within three weeks of the absence, and ideally as soon as possible after the absence.

Other Activities that are part of the “lecture reactions“ grade
In addition to attending lecture and writing reactions, several other activities will generate required attendance and/or effort credits to factor into your grade. These include:

- Doing two on-line surveys, one in the first week and the other in the last week of class
- Attending a diversity dialog during the first half of the term and writing 150+ words about the experience. A diversity dialog is a 90 minute discussion designed to enhance exposure, inter-relations, and understanding among students from diverse backgrounds. These dialogues occur in small groups (e.g., 8 - 10 students) in which participants are encouraged to talk about personal experiences and express views related to diversity. These dialogues are opportunities to engage in a meaningful dialogue about experiences related to diversity issues in an open manner. In past semesters, over 90% of the students who participated found it to be a positive experience. You will get an email explaining this in the second or third week of the term, after the class roll has stabilized. You will get the equivalent of one lecture credit for attending (as reported by the DD staff) and a second credit for writing about the experience, for a total of two.
- Spending 150 minutes writing about your identity and your position in history (both past and future) during the last two or three weeks of the term. (two points)
- Attending at least one campus or community event that addresses issues of racial/ethnic diversity and write 150+ words about the experience. There will be a Diversity Forum November 3-4 that will have many relevant events. RULES: (1) Event lasts at least an hour (2) Event is either about or for a US ethnic/racial minority group that you are not a member of OR is about an issue in ethnic/racial inequality, history, or politics in the US; (3) The event is NOT a group that you have already been a member of before the beginning of this semester, NOT something you are getting credit for another class; NOT an event that does not stretch your own personal diversity of experience. ONE such event is built into the point system and is included in the points needed to get the maximum grade of A+ (4.3). Up to two additional events may be used for extra credit to make up for points missed elsewhere or to help bring your lecture grade up to a maximum of 4.3.
Paper assignments
You will receive details on paper assignments from your TA in section. This is just an outline of what you will be required to do:

1. Preliminary ungraded but required writing due at the first section meeting. Write 1-2 pages about your own ethnic/racial background and experiences. There are three purposes to this assignment: to get you thinking about the issues of this course, to introduce you to your TA, and to give your TA an early sample of your writing for purposes of planning the com-b writing instruction component of the course.

2. Project 1 (30% total of paper grade, 13.5% of course grade): Group presentation on controversial issue. Based on your issue preferences, you will be assigned to work with three other students on one of these issues: American Indian casinos, Mexican immigration, bilingual instruction, racial profiling in crime control. We have already done the library research to find the sources on these issues. You will read this research and prepare a group oral presentation to your section that analyzes the debate around these issues using the concepts of factual claims, values, interests, rhetoric/framing, power and resources. Each student will complete a confidential individual report about the group process. Grade components (more details in section): concept check (5% of paper grade); oral presentation (group 10%, individual 5%); written brief (10%). Group grades will generally be the same for all members but may be adjusted if participation/effort is unequal.

3. Project 2 (65% total of paper grade, 29.25% of course grade). You select your own topic on a controversial issue relevant to ethnic/racial conflict and politics in the US, you do library and Internet research on both sides of this issue, and you write an individual paper analyzing this issue using the concepts of factual claims, values, interests, rhetoric/framing, power and resources. As part of the com-b requirement, you must do both a first draft and a revision of this paper. Grading: If you have done all the intermediate steps seriously, your project 2 grade is the higher of your final revised paper grade and the average of all your grades; for most people, this means that the final revised project 2 paper grade is your project 2 paper grade, and the grades you get on the intermediate steps tell you how you are doing and give you a chance to revise. If you are late or fail to make a serious effort on any of the intermediate steps, your paper grade will be calculated to include all intermediate steps (where the intermediate grades are never higher than the final paper grade). Intermediate steps are graded on the same quality standards as the final paper, so that you will know where you stand as you do the work. Grade components (more detail in section): Concept check (5% of paper grade); annotated bibliography and outline (10%); first polished draft (20%); revised final paper (30%).

4. Peer review of others’ papers. 3% of paper grade (1.35% of course grade). You will read and comment on two other students’ papers and be graded on the quality of your review.

Participation in Section
Attendance at section meetings is required. 10% of your course grade is based on your attendance and participation in section meetings. Each TA may have additional ungraded assignments to promote participation. An A in section participation will generally require at least 90% attendance PLUS active participation through talking in section and/or doing additional participation exercises. If you attend less than 65% of the section meetings, you will get an F in section participation. You should speak to your TA for make-up activities if you must miss section for circumstances beyond your control (illness, bereavement, religious observance).

Academic Honesty/Dishonesty Statement
There will be zero tolerance for academic dishonesty in any aspect of this course. All acts of intentional dishonesty, no matter how small, will lead to a letter describing the incident being sent to the Dean of Students and an academic penalty that is triple the value of the academic harm caused by the dishonesty. This policy applies to BOTH graded exercises and ungraded activities such as lecture comments. Examples of academic dishonesty relevant to this class: falsifying attendance records, using other’s work in graded or ungraded papers without proper citation; “recycling” a paper you wrote in another class, impedes the work of others, or assists other students in academic dishonesty. See http://www.students.wisc.edu/doso/academic-integrity/ for university policies.
Accommodations

If you have life circumstances beyond your control, you may request accommodation. Accommodation does not get you out of work nor does it give you a higher grade. Accommodation adjusts deadlines or the details of assignments to give you a chance to do your work and demonstrate your knowledge.

This course does NOT have timed exams but it DOES have due dates for a great deal of written work and it DOES have mandatory attendance for participation. If you have a disability that affects your ability to meet these requirements you should have an official accommodation request from the McBurney Center http://www.mcburney.wisc.edu/ and need to present it by the second week of class.

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 NOTE: Lectures missed for religious reasons.

If you have difficult life circumstances that may affect your ability to perform in the class such as small children or economic constraints, or difficulty in reading or writing English rapidly, please communicate with me and your TA within the first two weeks to discuss the most effective strategies for dealing with these issues in the context of this class.

You may also receive accommodation for unexpected events that are beyond your control such as illness or death of a family member or your child’s sudden illness. In these cases, notify me or your TA as soon as the situation arises. Please note that accommodation short-term illness the night before a paper is due needs to be considered in light of the fact that you should have been working on the paper for weeks, so you should be able to send evidence of a work in progress if you are asking for a last-minute extension due to illness.

Accommodations for “the computer ate my homework” in all its variants will not be authorized. You have grown up in the computer age. Back up your work often. If you truly don’t know how, ask for help.

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 (Pamela.oliver@wisc.edu) or the undergraduate advisor Ellen Jacobson ejacobso@ssc.wisc.edu
Lecture Format and Classroom Policies

- Lectures will provide historical overviews and information about current issues. Class sessions include lecture, discussion, films, and guest lectures.
- I try to create a relaxed atmosphere. Food and drink are OK as long as they are unobtrusive and do not create problems for others.
- There are no tests. Attendance at lecture is an end in itself.
- Your mind as well as your body must be present. You must be “at risk of learning something.” You are required to be in a mental state that puts you at risk of learning something.
  o No alternate activities. Violating this rule gives you a zero for the day, there is no warning or second chance.
  o If you occasionally fall asleep or are distracted by a personal problem in class, I am likely to be sympathetic; apologize in your lecture comment. If your lifestyle or a health problem makes falling asleep in class a regular problem, or if you have some special circumstance regarding the “no distracting activities” policy, please speak privately to me or your TA.
- Respect others’ rights and needs. Do not carry on private conversations or engage in other behavior which distracts others. University policy prohibits the disruption of classes, and students who are persistently disruptive will be asked to leave. Let us know if you have any concerns about these issues.
- Please report other students’ violations of classroom policies in your lecture comments. Tell us the student’s name if you know it; otherwise describe the student and the part of the room in which you & the other student are sitting.
- Do your best to contribute to an environment in which people can express real opinions that others disagree with and can learn from hearing the opinions of others, even when you disagree. Do not expect to end class agreeing on one right opinion on controversial topics. Instead, expect to learn more about why different people have different opinions.
  o Never intentionally insult another person or group in this class. This includes insults meant as jokes.
  o If you are offended at or bothered by what someone else has said, please explain why so the person can learn from your view, but make the assumption that the other person did not mean to be offensive.
  o If someone else says they are offended by something you said, listen respectfully and try to understand their concern. It is OK to ask for more information about the offense. Apologize for hurting someone’s feelings if you sincerely mean it, but avoid sarcastic or non-apology apologies. It is OK to end up disagreeing, but do your best to use the experience to learn about other people’s opinions.
  o The only cure for ignorance is education. Please do not make noises or gestures to make people feel bad if they ask a “naïve” question that you already know the answer to or think implies an opinion you disagree with.
  o It is not an insult to have someone disagree with you. People from different cultural backgrounds vary in whether any overt public disagreement is considered polite, and also the range of emotion expression that is considered acceptable. Try to be as open as you can to trying to understand other people’s points of view no matter how they are expressed. But also feel free to speak publicly or privately in your notes to me or your TA about your feelings about what other students have said, as well as what I or your TA have said.
- Please be honest in your lecture reactions to help me know whether we have class process issues I need to deal with. Also please let me know if I say something that offends you, either in class when it happens, or in the lecture comment. Your lecture comments are not graded precisely so that you know you do not gain points for agreeing with the instructor or lose points for disagreeing. Effort points are based on engagement: writing why you disagree or are upset counts as engagement, as does writing reflections on how the material affects your thinking. You will lose points for disengagement, that is, when you just go through the motions without actually engaging the issues.
- You may also use your lecture comments to tell me if there are personal issues or concerns that are affecting your academic performance. It is possible to get accommodation for issues that are beyond your control, and
there are many campus resources available to help students deal with issues such as financial hardship, illness, family crises, lack of motivation, addictions, relationships, harassment, crime victimization, and problematic roommates. I or your TA can help direct you to these services. You do not have to suffer alone.

- You are invited to treat this class as an open forum.
  - You may announce any event which you believe may be of interest to others in the class.
  - You may arrange to address the class or to bring a speaker or film to the class, to raise issues which you feel are being ignored or distorted in lectures, to give voice to your own feelings and experiences, or to enrich the learning experience of yourself and others. Speak to me in advance to make arrangements for anything "big" (i.e. more than 5 minutes long). Short impromptu speeches or reactions (not longer than 2-3 minutes) are welcome any time.
  - It is not appropriate for one or a few people to dominate class interaction; we do need to leave room for many voices. If I am concerned that you are talking too much, I will speak to you. Otherwise, you can assume your talking is OK. Students who feel that someone else is dominating should let me know in the daily reactions.
HOW YOUR GRADE IS COMPUTED

I do not use a point or percentage system because I do not believe the mathematical properties of such systems behave the way people think they do. Instead I convert everything into the 4-point A-F scale and calculated weighted averages. Here are the more specific details.

1) Your course grade is a weighted average of your paper grades, your lecture grade, your book grades, and your section participation grade. Specifically your grade is calculated with this formula:

   \[
   \text{Course grade} = 0.45 \times \text{paper grade} + 0.33 \times \text{lecture grade} + 0.12 \times \text{book etc. writing} + 0.16 \times \text{secpar grade} + 0.04 \times \text{secbooketc activity}
   \]

   Each component is graded on a 4 point scale where 4 is an A, 3.5 is an AB, 3 is a B, 2.5 is a BC, 2 is a C, 1 is a D, 0 is an F. In some cases the highest possible grade may be an A+ (4.15). The lowest possible grade is a 0. The cutting points between grades are A/AB 3.75, AB/B 3.25, B/BC 2.75, BC/C 2.25, C/D 1.5. All final course averages that are within +/- .05 of a cutting point are checked by a human to determine the fairest grade at the end of the term. Factors in deciding on borderline grades include improvement in graded work, consistency of performance, overall effort and engagement. The maximum possible grade is 4.3, a high A+

2) Your papers are graded on a letter grade scale and your paper grade is a weighted average of these components, as explained on your section syllabus. This paper average grade then goes into the course grade formula.

   a) 30% of your paper grade (17.5% of the course grade) is attached to the various components of project 1. Components of this 30% are 5% concept check, 10% group oral presentation, 5% individual oral presentation, 10% group debate brief. In general individual group members will all receive the same group grade, however, there will be detailed reports on group process and individual effort on the group project, and these reports may be used to raise or lower some people’s grades on the group grade elements.

   b) 65% of your paper grade (32.5% of your course grade) is attached to project 2. For your project 2 grade, if you do all the draft components on time and in a serious way, your final paper grade will be used for the entire 65% that counts for project 2. That is, improvement is rewarded. However, if you are late with or fail to do the preliminary steps of project 2, the penalty is that you must average all those low intermediate grades into your project 2 grade.

   c) 5% of your paper grade (2.5% of your course grade) is based on the quality of your peer review of another student’s paper.

3) Your lecture grade includes both attending lectures and writing lecture comments AND the additional activities (surveys #1 & #2, diversity dialog, diversity dialog write-up, identity/history essay, event attendance).

   Remember that to pass the course with a D you must do at least D-level work on BOTH participation/attendance AND your papers; to pass the course with a C you must do at least C-level work on both components. In some cases an effort multiplier will be applied to your lecture grade after the formula is calculated. Your lecture grade may go up no more than 10% if your comments and work show an exceptionally high level of involvement and engagement, and your lecture grade may go down by as much as 20% if your comments and work are consistently minimalist and show little intellectual involvement. If you receive an effort adjustment, you will be told in your lecture report.

4) Your participation grade is determined by your TA with attendance heavily weighted. You cannot earn an A in participation with less than 90% attendance and the minimum attendance for passing with a D is 65%; the minimum attendance for passing with a C is 75%. Your TA may assign additional ungraded participation writing assignments about the books or other readings, or have you do other ungraded written activities as part of your section participation grade.
6) I will be using emailed form letters to report to you about your lecture comment grades so that you will have the opportunity to double-check the records to be sure everything is correct. You will also have the opportunity to check to be sure that your section grades and attendance records are properly recorded.

Because this course meets two graduation requirements, you must do passing level work on BOTH the ethnic studies (participation) elements of the class AND the communications b (papers). This means that you must have at least a D- average on BOTH participation/attendance AND your papers to pass with a D and must have at least a C- average on BOTH participation/attendance AND your papers to pass with a C. At the other end of the scale, the math works out that you will need to have to do A-level work on BOTH participation/attendance AND your papers to earn an A in the course.

Grading Standards: There are two kinds of grading in this class. The lecture comments and the grades for discussion participation and effort are all focused entirely on effort: the expectation is that everyone who is willing to do all the work at a serious effort level will get an A. The papers are NOT graded this way: they are graded according to quality standards, and it is possible to put a lot of effort into a paper and still not make an A (although more effort is certainly likely to produce better results). Mathematically, to earn an A in the course, you will need to have at least A- level work on both the papers and the effort components or A+ level work on one and AB+ level work on the other. We grade to absolute scales and do not “curve” papers. If you do the basics and make no big mistakes, you get a B. Errors in writing or understanding of concepts or argumentation will lead to lower grades. “A” papers indicate a high level of achievement and mastery of research, writing and thinking, while “AB” papers are well above average. We expect that in a typical large class, about 10-15% of the students will receive A’s on the papers. We will not force this expectation, however: if an unusually high proportion of people do really well, the grades will be high, and if this class happens to have a small proportion of people who do really well, the grades will be low. The TAs will collaborate to ensure that comparable standards are applied across sections, but this may not lead to comparable grade distributions. Small classes like sections often vary markedly and it is possible that one section might have an unusually high or unusually low number of top grades.

We will also take improvement on written work into account. If you are coming to class regularly, working hard and meeting all deadlines, showing improvement in the final draft of project 2 may be used to compensate for a lower grade on project 1.