

**Intro to Race & Ethnicity (SOCI 217-501)**  
**Race & Social Structure Group Assignment**  
**Miller, Spring 2019**

During Week 1, each student will select a race and social structure topic to form groups where students will write and present a race and social structure report. Each group will consist of 7-10 members. Course readings; however, are insufficient in crafting a report. Groups will be expected to conduct research throughout the course and seek assistance from classmates, the instructor, and librarians before the final report is due. The report should be 10-12 double spaced pages *at minimum*. Each report should include an introduction of the topic you selected, a literature review of relevant research relating to the topic, identified social problem(s) that appear as a result of your literature review, proposed research question(s), and proposed policy changes to address the social problem(s) you identify.

Below are the required sections to include in your report and recommended page lengths for each section.

- I. Introduction (1-2 pages): Introduce your topic and provide a general summary of the report.
- II. Literature Review (5-6 pages): Conduct research throughout the course relating to your assigned topic. This section should include 8-10 academic, peer-reviewed sources that were not assigned readings for the class. You are welcome to utilize readings assigned from the class as well. Be creative with your section headings here – you do not have to use “Literature Review” as your section heading.
- III. Identified Social Problem(s) (1-2 pages): After presenting the relevant literature for your topic, you should identify at minimum one social problem that appears from the literature you reviewed.
- IV. Proposed Research Question(s) (1-2 pages): In this section, you should propose at minimum one research question you would be interested in doing research to answer. Your research question(s) should logically flow from the literature review and identified social problem(s) you identify.
- V. Proposed Policy Changes (2-3 pages): Identify policy solutions to the social problems you identify. These policies can be on various levels (local, state, national, etc.), but must include at least one structural policy intervention (a policy recommendation that centers on interventions to change individual behaviors is not adequate).
- VI. Conclusion (1-2 pages): Conclude your report.
- VII. References: Any style of reference formatting is acceptable – please be consistent and do not change from one style to another throughout the paper.

## Due Dates/Deadlines

### ***Team Topic Selections – 1/18/19 – 11:59pm***

To sign up for a topic, reply to the topic thread with your name. Each group should consist of 7-10 members. If 10 members have replied to the thread, the group is full. If a thread does not have at least 5 members, it will not make, and you will be asked to select a different group. You must sign up by 1/18/19 at 11:59pm to avoid being assigned to a group by the instructor.

### ***Plagiarism Quiz – Due 1/25/19 – 11:59pm***

Before you can write academically, you have to understand how to correctly use references to support your points. This includes learning how to quote, paraphrase, and cite sources properly so that the ideas and work you use is credited appropriately and so you can show how your own ideas build on the research and ideas of others.

To earn credit for the **Plagiarism Quiz**, review the materials and examples at <https://www.indiana.edu/~academy/firstPrinciples/index.html>. Then take the certification test at the end of the materials (review the materials carefully – the test is challenging!). Once you have the completion certificate, take a screenshot or save the certificate itself and turn it in on eCampus.

### ***Group Contact – Due 1/25/19 – 11:59pm***

Details included below

### ***Mid-Term Status Check – By or Before March 1, 2019***

At least one member of your group should schedule a time to meet with the instructor before or by March 1, 2019 to provide a status check and summary of the group's progress.

### ***Group Presentations will be made on April 15, 17, 22, and 24.***

Groups will be required to submit any presentation materials (power point slides, handouts, etc.) on eCampus by 11:59pm the night before their presentation date.

### ***Post-Presentation Review***

At least one member of your group should schedule a time to meet with the instructor after your group presentation to review feedback and things that need to be addressed before turning in the written report.

### ***Written Reports are due on eCampus by 12:40pm one week following group presentation as outlined below:***

Group Presentation Date	Written Report Due Date
April 15, 2019	April 22, 2019 – 12:40pm
April 17, 2019	April 24, 2019 – 12:40pm
April 22, 2019	April 29, 2019 – 12:40pm
April 24, 2019	May 5, 2019 – 12:40pm

**Race & Social Structure Group Assignment**  
**Group Contract (Due 1/25/19 at 11:59pm)**

As you probably know, working in a group can be challenging. A group contract is a document that a group creates to formalize expectations, establish good faith, set the tone for future interactions, and facilitate accountability and responsibility for all group members.

For this assignment, you will work together with your group to create a **1-page** group contract. In this contract, you should outline your groups' expectations for the roles, rules, and responsibilities of each group member.

While you are not required to make any specific agreements, we suggest that you and your group consider and speak to each of the following:

1. Each group members' name and contact information
2. Expectations regarding preparation for and attendance at group meetings
  - What will be your primary means of communication?
  - How quickly are group members expected to respond to communications?
  - Where/when/how often will you meet outside of class?
3. Behaviors crucial to group effectiveness (2.5 points)
  - How long will you wait for group members before beginning the meeting?
  - How late is too late?
  - How many meetings can a group member miss per semester?
4. Assignment of specific tasks, roles, and responsibilities (optional)
  - Who will be responsible for initiating contact between your group and liaison?
  - Who will be responsible for organizing group tasks and facilitating meetings?
  - Who will be responsible for editing and submitting all assignments/reports?
5. Outline of the specific process for dealing with unmet expectations
  - Consequences for failing to meet expectations for proper group communication?
  - Consequences for failing to attend class and/or other meetings?
  - Consequences for inappropriate/disrespectful behavior?
  - Consequences for failing to complete designated tasks?
6. The signature of each group to indicate their agreement to the contract

NOTE: This is a group assignment, and each member of your group is expected to contribute appropriately. Please have one group member submit your completed paper on eCampus. Use *12pt font, 1.5 spacing, and 1 inch margins*.

### Race & Social Structure Group Assignment Full Assignment Grading Sheet

Grading Criteria	Points on a 100-point scale	Points of Total Grade	Point Value
<b>Paper: Literature Review</b> <ul style="list-style-type: none"> <li>- Descriptive or analytic?</li> <li>- Literature Reviewed is relevant to topic</li> <li>- Presented in a way that logically leads to identified social problems</li> </ul>		15	
<b>Paper: Social Problems</b> <ul style="list-style-type: none"> <li>- Identified social problems are supported by the literature reviewed</li> <li>- Descriptive or analytic?</li> </ul>		15	
<b>Paper: Research Questions</b> <ul style="list-style-type: none"> <li>- Research questions address identified social problems and literature reviewed</li> <li>- Original &amp; Creative Questions</li> <li>- Feasibility of identified questions</li> </ul>		15	
<b>Paper: Policy Changes</b> <ul style="list-style-type: none"> <li>- Descriptive or analytic?</li> <li>- Provides clear, attainable policy solutions</li> <li>- Provides societal/policy level suggestions</li> </ul>		20	
<b>Paper: Introduction &amp; Conclusion</b> <ul style="list-style-type: none"> <li>- Introduction introduces the topic and outlines the report</li> <li>- Conclusion summarizes the report and answers any pending questions of the reader</li> </ul>		5	
<b>Paper: Quality of Organization &amp; Writing</b> <ul style="list-style-type: none"> <li>- Follows guidelines for assignment</li> <li>- Clear communication</li> <li>- Writing engages the reader</li> <li>- Proofread, polished paper</li> </ul>		10	
<b>Presentation: Quality of Presentation</b> <ul style="list-style-type: none"> <li>- Effective communication</li> <li>- Demonstrates knowledge on the topic</li> <li>- Thorough overview of the report</li> <li>- Response to Questions from audience</li> </ul>		20	
<b>Timeliness and Deadlines Met</b> <ul style="list-style-type: none"> <li>- Team Topic Selections</li> <li>- Plagiarism Quiz</li> <li>- Group Contract</li> <li>- Mid-Term Status Check</li> <li>- Post-Presentation Review</li> </ul>		10	
<b>Peer &amp; Self Evaluation</b> <ul style="list-style-type: none"> <li>- Active Participation</li> <li>- Constructive Contribution</li> <li>- Supported Group Process</li> <li>- Communication</li> <li>- Commitment and Effort</li> </ul>		40	
<b>Total Grade</b>		150	

**Race & Social Structure Group Assignment**  
**Presentation Grading Sheet**

Grading Criteria	Points on a 100-point scale	Portion of Grade	Point Value
<b>Introduction &amp; Conclusion</b> <ul style="list-style-type: none"> <li>- Introduces the topic and outlines the presentation</li> <li>- Conclusion summarizes the presentation and answers any pending questions of the audience</li> </ul>		5%	
<b>Literature Review</b> <ul style="list-style-type: none"> <li>- Descriptive or analytic?</li> <li>- Literature Reviewed is relevant to topic</li> <li>- Presented in a way that logically leads to identified social problems</li> </ul>		15%	
<b>Social Problems</b> <ul style="list-style-type: none"> <li>- Identified social problems are supported by the literature reviewed</li> <li>- Descriptive or analytic?</li> </ul>		15%	
<b>Research Questions</b> <ul style="list-style-type: none"> <li>- Research questions address identified social problems and literature reviewed</li> <li>- Original &amp; Creative Questions</li> <li>- Feasibility of identified questions</li> </ul>		15%	
<b>Policy Changes</b> <ul style="list-style-type: none"> <li>- Descriptive or analytic?</li> <li>- Provides clear, attainable policy solutions</li> <li>- Provides societal/policy level suggestions</li> </ul>		20%	
<b>Quality of Questions &amp; Answers</b> <ul style="list-style-type: none"> <li>- Effective communication</li> <li>- Demonstrates knowledge on the topic</li> <li>- Response to Questions from audience</li> </ul>		10%	
<b>Quality of Presentation</b> <ul style="list-style-type: none"> <li>- Clear communication</li> <li>- Presentation engages the reader</li> <li>- Proofread, polished presentation</li> <li>- Demonstrates knowledge on the topic</li> <li>- Thorough overview of the report to come</li> </ul>		20%	
<b>Total Grade</b> <i>*Presentation is worth 20 points of overall Assignment</i>		100%	



**Intro to Race & Ethnicity (SOCI 217-502)**

**Race & Social Structure Project – Peer & Self Evaluation (Continued)**

In addition, please write a paragraph about yourself that explains what you did to contribute to the group project and support your reasoning for your self ratings above. *If you feel the need to provide written feedback about any group member, you may do that as well.*

**Explanation and Justification for Yourself (Required):**

**OPTIONAL: Explanation and Justification for other members of your team:**

## Intro to Race & Ethnicity (SOC1 217-501): Racial Journal Project

*Miller, Spring 2019*

### **Description and Objectives:**

The goal of this assignment is to examine what really goes on in our everyday lives with regards to what we think, act, and say about those often taken for granted issues of race and ethnicity. You will keep a journal of your observations of everyday events and conversations that deal with the issues we discuss in class – including scenes you encounter, conversations you take part in or observe, images you notice, and understandings you gather. The situations you observe do not need to be negative, derogatory, or discriminatory (i.e. racism) but anytime when race/ethnicity comes up (or does not come up).

As a result of completing this assignment, you will be able to:

- Articulate how larger social structure impact your everyday life
- Explain how specific course concepts, readings, and theories directly impact your everyday lives
- Document how often you witness an event that you identify as related to racial interactions
- Write field notes typical in the sociology of qualitative research (such as providing narrative details and information about time, actors involved, etc.)

### **Instructions:**

***Unobtrusive Participant Observation:*** In your observation, please use unobtrusive research techniques so that the person(s) you write about in your journal will not be aware that they are being studied. In other words, you may NOT interview anyone you observe as a researcher, but you may interact with people as you usually would.

Please be detailed in your accounts, yet to ensure anonymity, it is important that you conceal all identities and disguise all names of persons you write about. Even though there should be no identifying markers in the journal, please keep your journal in a safe, private space so that it is not read by others.

***Writing Up Your Observations:*** In your journal, you will be asked to emphasize (1) your observations, and (2) your reactions to these everyday events. Please not details such as, are you observing a middle-aged white female, or a teenage Asian American male? It is helpful to note the approximate age, race, gender, and other characteristics of each person you mention in your journal.

As well as noting what happened, be sure to note where the observation took place, when it took place (was it on a Saturday night, On your Wednesday lunch break?), and

*with whom* you were with. Often these dimensions of time, place, and other actors are critical when people feel comfortable (or not) talking about these issues.

When writing down your observations, be sure to be detailed in your comments on the manner and way in which people interact. If someone makes a comment sarcastically, or whispers certain words, you should note the sarcasm or volume change.

For example:

*February 17* I had just finished my 8 hour shift of waiting tables at a popular steak restaurant. It was about 12:30 am after a busy Saturday night; the restaurant was closed, and most of the (white) servers had either gone home, or were in the back of the restaurant finishing their chores. The front of the restaurant was empty except the white male bartender who was near the front entrance, and I was in the back (near the restrooms) cleaning tables. A fellow server (white male, early 20s) approached me, and as he waited for me to finish refilling a salt container, he told me in an animated voice that he had a great night and even got a compliment. His voice then dropped and he whispered, "and they were black!" It is intriguing that he would lower his voice considering I was the only person in the restaurant within hearing distance.

Also be sure to note the occasions when certain issues are blatantly ignored.

*January 28* Monday night I was with a group of girlfriends (4 white, 1 Latina) watching tv in my dorm room. Sue [not her real name] mentioned another girl, Betty, and was trying to describe to the other girls who Betty is. I should mention Betty is from Korea. Sue described her as kinda short, ponytail, and works out around the same time that we do (which describes just about every girl at our school!!). I don't know why Sue didn't mention she is Asian—it would have made describing her a lot easier.

If you are finding that you haven't noticed any issues to write about, write that down as well! Jot down what you did that day (did you go to the gym, go to class, have lunch with three white friends, then hit the library). In Sociology, often even "no data" are data! Be sure to put on your sociological imagination and think critically of what you observe. You may also find it helpful to pay attention to small things: on campus, who do you see teaching your classes, or serving as department chair, or working as secretaries? Who do you see empty garbage cans, cleaning, and doing landscaping? What are interactions like with people of your own race, and is this the same as interactions you have with people of other races?

**When Should I Write?** If you can, you should jot down your notes as quickly after your observations, so the details will be fresh in your mind. You'll be surprised how quickly you'll forget key details if you don't jot it down right away. You should make it a point to write in your journal at least once a day, even to note that you did not observe any events.

***How Should the Journal Entries Look?*** Your initial notes to remind yourself of what you saw may certainly be handwritten scribbles on small scraps of paper. (You may find it useful to carry small pads of paper around to jot down notes to yourself). The journal you submit should be typed. The entries should be double spaced; about a full paragraph/half-page in length is typical. You must submit at least 10 journal entries.

Oftentimes with these issues, people feel afraid to say or do “the wrong thing.” Keep in mind there are no “right” or “wrong” responses, so there are no “mistakes” that you can make while writing in your journal. You will not be graded on your observations or your reactions to your observations. You will be graded on your narrative detail and your analysis in the summary essay.

***Besides the Journal Accounts, What Else Will I Submit?***

Summary Essay After you have written in your journal, please reflect on your experiences: How do your accounts relate to material we’ve covered in this course? Within the context of this course, were you surprised by your experiences? Does race/ethnicity structure and impact your everyday life? Please write up your responses to these questions in a 2-page double-spaced summary essay. (12-point font, 1” margins, essay-format, proofread, etc.)

***How Will I Be Graded?*** To receive the maximum credit, you will write at least 10 entries plus a two-page summary essay for each entry. The quality of work counts. Turning in mediocre work (fewer entries, less detailed analysis, spelling/grammatical errors, etc.) will not warrant full credit. Again, you will not be graded on “what” you see (so please don’t make up any accounts!), rather you will be evaluated on the quality and detail of your systematic observations and field notes, and obviously on your summary essay.

**Below are *suggested* deadlines for journal entries. All ten journal entries and summary essays per entry must be turned into eCampus by Friday, April 26, 2019 at 12:40pm.**

- **1<sup>st</sup> Entry & Summary Essay** January 25, 2019 12:40pm
- **2<sup>nd</sup> Entry & Summary Essay** February 1, 2019 12:40pm
- **3<sup>rd</sup> Entry & Summary Essay** February 15, 2019 12:40pm
- **4<sup>th</sup> Entry & Summary Essay** February 22, 2019 12:40pm
- **5<sup>th</sup> Entry & Summary Essay** March 1, 2019 12:40pm
- **6<sup>th</sup> Entry & Summary Essay** March 15, 2019 12:40pm
- **7<sup>th</sup> Entry & Summary Essay** March 22, 2019 12:40pm
- **8<sup>th</sup> Entry & Summary Essay** March 29, 2019 12:40pm
- **9<sup>th</sup> Entry & Summary Essay** April 12, 2019 12:40pm
- **10<sup>th</sup> Entry & Summary Essay** April 26, 2019 12:40pm

**Racial Journal Project Grading Sheet (Per Journal Entry)**

Grading Criteria	Points on a 10-point scale	Portion of Grade	Point Value
<b>Journal Entries</b> <ul style="list-style-type: none"> <li>- Provided narrative detail in entry and contextualized interactions (who, what, where, when, etc.)</li> <li>- Provided personal reactions and reflections</li> </ul>		30%	3
<b>Overall Layout</b> <ul style="list-style-type: none"> <li>- Paper is well written, proofread, spell-checked</li> <li>- Paper is neat, presentable, and submitted on-time</li> <li>- Paper is well organized and easy to read</li> </ul>		10%	1
<b>Summary Essay</b> <ul style="list-style-type: none"> <li>- Detail description of how the accounts relate to course material</li> <li>- Describes if/how race/ethnicity impact everyday life</li> <li>- Essay is presented from a sociological analysis</li> </ul>		60%	6
<b>Total Grade</b>		100%	