

SOCI 3212 - RACE AND ETHNIC RELATIONS

Tuesday/Thursdays 2:30-3:45pm

Langdale Hall 623

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Office Hours: 1:00 to 2:15 or by appointment

Required Texts:

Gallagher, C. 2012. **Rethinking the Color Line: Readings in Race and Ethnicity, 5th Edition**. Boston: McGraw-Hill.

One additional book of your choice from a list provided by your professor that will be discussed in class.

Course description and learning objectives:

Sociology is the scientific study of human behavior in society. Sociologists take seriously the fact that all human behavior occurs within a social context and that context influences human behavior. Most of you will not become sociologists, just like most of you who take a chemistry class will not become chemists, but I expect you to be sociologists for the duration of the course. My goal for the course is for you to leave with an ability to see the world as sociologists do.

Specifically, in this course we will explore the theoretical history of race in America utilizing a sociological perspective. The course will explore the ways in which individuals and communities are impacted by the role of race in social life. This will include understanding how theories of race, racial inequality and social structure shed light on the experience of race in the United States. We will also explore how race intersects with other social locations (ex. gender and social class). At the completion of this course students will:

- 1) Demonstrate familiarity with the content and critiques of various theories of race and racial stratification within the field of sociology.
- 2) Apply these theories to analyze the reality of race and racial inequality in America today.
- 3) Communicate to others the substantive meaning of race in America as a social construction which is real in its consequences.
- 4) Develop and/or improve their research, analytic, writing, revision, and presentation skills.

Course Assignments:

Exams - 60% (2 Exams - 30% each) – Two multiple-choice exams will be given during the semester. These exams are not cumulative; though each will incorporate information from the theories we discuss at the beginning of the semester and continue to refer to throughout the semester.

Personal Race History Essay - 10% – short biographical essay that considers your own experiences with race up to this point and reflects on what we've discussed in class thus far.

Group Presentation of Book and Paper - 20% – At the beginning of the semester students will be asked to select a book from a list (attached at end of syllabus) to read and prepare for a presentation to the class. After reading the book individually, students will join with their group to prepare a sociological analysis of their book for presentation and discussion in class and for a final paper that incorporates information from the semester. This means your group will collaboratively write one 8 to 10 page paper that analyzes the book you each read (on your own) through the lens of the Sociological theories and data we learn during this semester. You will identify which theory or theories is/are most consistent with the author's or character's views and which theory is best able to explain the inequalities discussed in the book. You will also use this paper to contrast the author's point of view to the other theories we have learned about this semester. Further discussion of this assignment will be provided.

Class participation - 10% - This grade will be assessed by collecting unannounced reading response guides, and assessing group discussion and class activity participation. Eight reading responses or class activities will be collected at random. If you fail to turn in one reading response guide, you will not be penalized. (This means you have one "drop" or freebie.) However, each additional assignment that is not turned in will count against your class participation grade. The reading response guides are not designed to be busy work. They are

designed to help focus your reading and serve as study guides for the exams. If you complete the readings and are able to answer the questions on the reading guides, you should (most importantly) learn the material and (thereby) do well on the exams.

Class Format:

I will utilize a variety of teaching/learning formats for this course, including lecture, discussion, classroom exercises, and media (ex. newspapers, television, films, interactive data and various websites). I will also use the Desire2Learn course page to post information such as grades, test review questions, relevant websites, and course readings. Much of the information for this course will be communicated through in-class lectures, discussions and activities. Lecture information cannot be found in your textbook, so it is imperative that you come to class and participate by taking notes, joining discussion and completing in-class activities. Please take the importance of regular class attendance into consideration when deciding if you will remain in this course.

Course Expectations:

This course will require a reading commitment on the part of the students. You should expect to do some reading every other day for this course and plan your time accordingly. We will all have a better experience if you make this commitment, and I have designed the course so that your commitment will be clearly manifested in your grade.

I approach teaching as a cooperative relationship between teacher and student. This requires your full engagement and participation in the class. There are also expectations for classroom behavior that facilitate learning. I expect you to be in your seats ready for class to start when it is time and to refrain from rude distracting behavior.

Electronics Use: Laptop and tablet computers are allowed in class but ONLY for note taking. Emailing and Internet surfing do not qualify as taking notes. **Make sure your cell phone is off, or set to silent.** Use of computers and other electronic devices for non-course related activities make it difficult for me to do my job and for the students sitting around you to learn the material being taught. Such conduct will result in an initial warning, and then you will be asked to leave the class. If the disruptive behavior persists, you may be dropped from the course per the Disruptive Behavior Policy. Repeatedly leaving the classroom to take phone calls will also be considered disruptive behavior. Having your phone on your desk during class or leaving the class to take a call should only be reserved for absolute emergencies such as if you have a family member in the hospital or a babysitter/caregiver who may need to get into contact with you in the case of an emergency.

Attendance Policy – I will take attendance by passing around a sign-in sheet. You are responsible for making sure you sign it. Attendance is expected. If you are not in class, you cannot do assignments, earn class participation credit, or be well prepared for the tests. For this reason, there is no part of your grade that you earn only by coming to class. However, you can receive bonus points for perfect attendance. Students who have not missed any classes will have two additional points added to their final grade. Perfect attendance includes arriving to class on time and not leaving early. Students who miss only one class will have one point added to their final grade (This policy excludes documented excused absences that comply with University policy).

It is considered a violation of the Academic Honesty Policy to sign another student in on the roll sheet if they are not in attendance when the roll is passed. Do not sign in another student, or ask a classmate to sign you in. If you violate this policy you will earn an F in the course, Academic Dishonesty charges will be filed, and you'll possibly face disciplinary action.

Not all of the material on the test will be covered in your textbook; therefore, students who miss a class are responsible for getting that day's notes and assignments from a classmate if they wish to be successful in the course. Please notify me in advance if you will be missing a class for a reason covered under University policy guidelines (ex. a University sponsored event, legal obligations or religious observances) so that I can work with you to get you assignments or a make-up exam in advance.

Make-up exams will only be given if you will be absent due to a University sponsored event, legal obligations or religious observances or due to a serious sickness that is contagious or otherwise prevents you from attending class. If you must miss an exam due to a serious unexpected emergency (severe illness, death, car accident on

day of exam, etc. with documentation) or one of three excusable activities (required University- sponsored activities, religious observances, legal obligations), please notify me BEFORE the exam that you will not be able to take the exam at the scheduled time. Students who miss exams due to required participation in University sponsored activities must provide official documentation the first week of the semester. Students who miss exams due to religious observances must provide the instructor with dates the first week of the semester. Students who miss exams due to legal obligations are required to alert the professor immediately after learning they are required to be in court. Make-up exams must be taken within one week of the original exam date.

Submitting Written Assignments – Students are to submit a hard copy of all assignments unless permission to e-mail an assignment has been requested and approved by the instructor *in advance of the assignment's due date*. If the file you send is corrupted or empty (or not attached at all), I will not consider the paper “turned in.” Please allocate enough time for me to approve your request. If I have not approved your request by the due date/time, assume your paper will be considered late. Hard copies of all assignments should be in my possession before the class ends on the due date or they will be considered late. A one letter-grade penalty will be deducted from any late papers. Papers that are more than 24 hours late will not be accepted. Extensions will only be granted when university policy necessitates. Unless you have email correspondence from me that says otherwise, assume all papers received after the due date will be penalized for lateness.

Class Conduct: You are expected to contribute to class in a respectful manner. Controversy is inevitable in a class focused on social problems, but it is important that all students feel that they are respected in this classroom. While I do not anticipate this to be a problem, if you engage in speech or behavior that is threatening or demeaning of an individual or group of individuals, you will be asked to leave the class and will not be allowed to return until you and I have discussed your behavior. If the behavior continues, you will be removed from the course through the necessary University procedures.

Academic Dishonesty - I will apply the GSU's standards and penalties on cheating, plagiarism, buying of papers, falsification, etc. These rules are fully discussed in the student Handbook (section 409, available at <http://www2.gsu.edu/~wwwfhb/sec409.html>). Violation of the Academic Honesty policy will result in an F in the course and possible disciplinary action. All violations will be formally reported to the Dean of Arts and Sciences. If you have any questions about what constitutes academic dishonesty, please see me. For your sake and for mine, I would prefer we discuss anything that may be unclear about academic dishonesty policies in advance.

Accommodations – Students who wish to request accommodations for a disability may do so by registering with the Office of Disability Services. Students may only be accommodated upon issuance by the Office of Disability Services, of a signed Accommodation Plan and are responsible for providing a copy of that plan to instructors of all classes in which an accommodation is sought, as we cannot retroactively apply accommodations.

Withdrawals - The semester midpoint, **October 14th**, is the last day to withdraw from a full semester class and receive a possible grade of W, except for hardship withdrawal. Students can use PAWS to withdraw before the midpoint. After the midpoint of the term, voluntary withdrawals cannot occur.

Course Assessment - Your constructive assessment of this course plays an indispensable role in shaping education at Georgia State. Upon completing the course, please take time to fill out the online course evaluation. The course syllabus provides a general plan for the course; deviations may be necessary.

Grading Scale :

100-97	A+	86-83	B	72-70	C-
96-93	A	82-80	B-	60-69	D
92-90	A-	79-77	C+	59 and Below	F
89-87	B+	76-73	C		

Tentative Course Outline

Date(s)	Topic	Readings	Assignments
Section 1: Background			
August 26 th	In class: Race Sorting Activity Intro to course - review syllabus; course goals and objectives; divide into groups		
August 28 th	Background – review and select books; discuss sociology of stratification and course themes “I am From” exercise	- Gallagher Intro pgs. 1-6 - Pager pg. 230 - Braverman pg. 240 - Review Appendix pg. 403	Reading response; Review course page and bring questions
September 2 nd	Background Film – Episode 1 of “Race: The Power of an Illusion”	- Harris pg. 7 - PBS Film companion site “Human Diversity – go deeper”	Reading response
September 4 th	Background and Intro to Race In class: Census Forms Activity	- Zinn pg. 9 - Racial Formations (Omi and Winant) p17	Reading response
September 9 th	Background Film – Episode 2 of “Race: The Power of an Illusion”	- PBS Film companion site “Race Timeline – go deeper”	Reading response
September 11 th	Background Film – Episode 3 of “Race the Power of an Illusion”	- Shapiro pg. 49 - PBS Film companion site “Where Race Lives – go deeper”	Reading response
September 16 th	Racism, Prejudice and Discrimination	- How Does it Feel to be a Problem (Moustafa Boyoumi) p134	Reading response
September 18 th	Oppression/Privilege	- White Privilege: Unpacking the Invisible Backpack (Peggy McIntosh) (D2L) - PBS Film companion site “A long history of racial preferences – for whites”	Reading response Interactive Data: http://www.nytimes.com/interactive/2009/11/06/business/economy/unemployment-lines.html
September 23 rd	Oppression/Privilege	- Guinier & Torres pg. 101 - Of our Spiritual Strivings (DuBois) (D2L)	Reading response Race History Essay Due

Date(s)	Topic	Readings	Assignments
Section 2: Theories of race and inequality September 25 th	Overview of theories	- Theoretical Perspectives in Race and Ethnic Relations (Feagin) (D2L) - Racialized Social Systems Approach to Racism (Bonilla-Silva)	Reading response
September 30 th	Race and Class	In Class Activity: Star Power <i>(Only students whose last names start with letters A – M need to report to class on this day. Others, please use this time to read your book for the group project.)</i>	
October 2 nd	Race and Class	In Class Activity: Star Power <i>(Only students whose last names start with letters N – Z need to report to class on this day. Others, please use this time to read your book for the group project.)</i>	
October 7 th	Race and Class	- The Declining Significance of Race (Wilson) (D2L) - The Continued Significance of Race (Feagin) (D2L)	Reading response
October 9 th	Exam 1		
October 14 th SEMESTER MID-POINT	Race and Residential Segregation	- Black Picket Fences (Pattillo) - Residential Segregation and Neighborhood Conditions in U.S. Metropolitan Areas (Massey)	Reading response Interactive Data: http://projects.nytimes.com/census/2010/explorer?hp?hp Interactive Guides: http://www.pbs.org/race/006_WhereRaceLives/006_00-home.htm

October 16 th	Race and Health	<ul style="list-style-type: none"> - Understanding Racial-Ethnic Disparities in Health (Williams and Sternthal) p39 - Why Are There No Supermarkets in My Neighborhood? (Zenk et al.) - Environmental Justice in the 21st Century (Bullard) 	Reading response
October 21 st	Race and Health Group work using peer-reviewed articles on text.		Please bring to class your peer-reviewed article on your group's text. (Each member needs to bring a peer-reviewed article of their own.)
October 23 rd	Race and Crime	<ul style="list-style-type: none"> - No Equal Justice: The Color of Punishment (Cole) p211 - The New Jim Crow (Alexander) p217 	Reading response
October 28 th	Race and Education	- Savage Inequalities (Kozol) (D2L)	Reading response
October 30 th	Race and Education	In Class Video: Little Rock Central 50 Years Later	
November 4 th	Race and Families	<ul style="list-style-type: none"> - Guess Who's Been Coming to Dinner? Trends in Interracial Marriage over the 20th Century (Fryer) p361 - Discovering Racial Borders (Dalmage) 	Reading response Interactive Data: http://www.nytimes.com/interactive/2011/01/29/us/20110130mixedrace.html?_r=0
November 6 th	Race and the Media	- The Media as a System of Racialization: Exploring Images of African American Women and the New Racism (Littlefield)	In Class Video: <i>"Race: Racial stereotypes in the media"</i> "Good Hair" Clip
November 11 th	Intersectionality: Race, Class and Gender	<ul style="list-style-type: none"> Mammies, Matriarchs, and Other Controlling Images (Collins) (D2L) - Climbing the Hierarchy of Masculinity: Asian American Men's Cross-Racial Competition for Intimacy with White Women (Nemoto) (D2L) 	Group reading review questions and book due at beginning of class. Reading response

November 13 th	Group Work Day/Review Day		
Section 3: Lived Experience of Race			
November 18 th	Book Presentations – Harris Book Presentations – Liu Book Pres – Liska-Carger	Excerpts from books & add'l readings from reader TBD.	<i>Final papers due with presentation</i>
November 20 th	Book Pres – Wideman Book Pres - Wise Book Pres - McBride		<i>For all others – reading response questions due</i>
November 24 th -28 th	NO CLASS – FALL BREAK		
December 2 nd	Book Pres - Kozal Book Pres - Emerson Book Pres - Howard		<i>For all others – reading response questions due</i>
December 4 th	Wrap Up Presentations Course summary/Exam Review	Ten Things You Can Do to Improve Race Relations (Gallagher) p400	<i>For all others – reading response questions due</i>
Thursday December 11 1:30-4:00	Exam 2		

SOCI 3212 Race and Ethnic Relations
 Erin Echols, Instructor
Personal Race History Essay (10% of course grade)

After our initial reading and review of the background of race in the US, I would like each of you to spend some time in reflection on your own experiences with **and** ideas about race to date. Think about your feelings regarding race, what experiences stand out as positive and negative, how do you think these previous experiences shaped your subsequent ideas, etc. Consider how your other ascribed characteristics (gender, social class, geographic location, sexuality, religion) may have impacted your experiences with race growing up.

The essay can have a thematic *or* a timeline organization. As you think about your experiences, consider what information in class has changed, contributed to, or impacted your ideas about race and ethnicity. At the conclusion of this essay, identify one or two questions about the nature of race that you would like to have answered by the end of the semester.

This reflection does not need to be more than five pages. However, please feel free to take all the space you need. I will collect these reflections at the beginning of class on **September 23rd** and we will likely revisit them over the course of the semester. Please turn in this cover sheet with your name on it when you turn in your essay. The essay will be graded using the following rubric:

Personal Race History Grading Rubric

Points:	Possible:	Based on:
	2 pts.	Writing/editing
	5 pts.	Personal narrative/ background – considers positive and negative experiences, shape of experiences in terms of social location.
	3pts.	Consideration of/connection with course material – shows evidence of engagement with readings and history discussed in class to frame experiences.
	10	Total

Personal Information and Course Contract

Name:

Major:

Year:

Have you taken a Sociology course before? Yes No

Reason for taking the course:

One thing you are proud of:

One thing that worries you about this course or courses in general:

One question you want the professor to answer:

Your signature on this sheet signifies that you have read and understood all of the terms and conditions specified in the syllabus and understand that the instructor may adjust the schedule as necessary. Your signature also signifies that you agree to raise any questions you have regarding the syllabus, the assignments, or the class, in class or by e-mail, phone, or personal meeting with the professor.

Signature:

Date:

Print Name Here:

Summary of Assignment:

At the beginning of the semester students will be asked to select a book from a list to read and prepare for a presentation to the class. After reading the book individually, students will join with their group to prepare a sociological analysis of their book for presentation and discussion in class and for a final paper that incorporates information from the semester. This means your group will collaboratively write one 8 to 10 page paper (Time, 12 point font, double spaced) that analyzes the book you each read (on your own at first) through the lens of the Sociological theories and data we learn during this semester. You will identify which theory or theories is/are most consistent with the author's view or character's views and which theory is best able to explain the inequalities discussed in the book. You will also use this paper to contrast the author's point of view to the other theories we have learned about this semester.

A large part of your grade for this class will come from this assignment. I am excited to see the reviews, critiques, presentations, and final papers you put together. To facilitate your success, class time will be set aside to assist in preparation for the presentation (you won't be able to finish the presentation in this time but should be able to make a start).

Steps for successful completion of this assignment:

1. Select and buy your book; locate a peer-reviewed critique.
2. Individually read the book & take notes regarding the book summary and critique with your personal reaction and reactions of outside/scholarly reviews.
 - a. Read the book once, then reread (scan) and summarize, considering the main ideas and the most compelling pieces of the text.
 - b. Look up an outside/scholarly critique of the book. Use this (as well as your own thoughts) when taking notes and critiquing the book. (Each member in the group should have an outside critique of the book. The group should incorporate each of these outside sources for writing the final paper.)
3. Write a final paper with your group which coherently/cohesively combines all elements of this assignment (due on the day of your presentation) (10 points)
 - a. This must include the summary and critique, and have a well-organized structure with a thoughtful introduction and conclusion, which provides a theme for the paper and includes the group's connections between the assignment and the overall course material and goals.
 - b. There are several ways to go about this. You can choose to split up sections of the paper. One group member can be in charge of summarizing the book, for example, and another in charge of critiquing the book (using the notes taken by group members when each person read the book independently, because all of the groups views need to be incorporated into the critique). Alternatively, your group may want to meet to exchange notes or discuss your critiques so that you can create an outline for the paper. No matter how you chose to break up the work, it is important that ALL group members actively participate in writing the paper and are able to have their ideas represented in the paper and presentation. (It also goes without saying that ALL group member need to read the book.)
 - c. Note that, in addition to a group work day that I have set aside, there are tools that may be helpful in getting this work done like Google docs or Facebook groups. I highly suggest that you exchange e-mails (or friend requests) among your group early on to stay in touch.
 - d. **Group paper due on day of presentation.**
4. Prepare a group presentation of the book (10 points)
 - a. Use the ideas presented in your paper to summarize and synthesize the book for your classmates.
 - Select a section (or a few small sections) of your book that you would like the class to read before your presentation. Be sure your selection will help give students an idea of what the book is about and (with help from your presentation) how the theories and information we learned this semester relate to the book. (Selected reading for group presentation due on NOVEMBER 11TH. On this day you will also turn in 3 to 5 reading questions that you want your classmates to answer about the section of the book you assigned for them to read. We can discuss this in more detail in class.)

- b. Must connect with the theories discussed in class (**this is KEY**), themes, historical events, statistical data, etc.
- c. Each group presentation will take about 25 minutes and will include a brief selected passage or passages to be read by the class, **discussion questions related to the reading**, and any supplementary material you may feel would enhance your presentation (audio/video, music, nonfiction, news, literature, poetry, etc.
- d. You can present in any form you are comfortable with. You can use Power Point, Keynote or Prezi or go old school and rely mostly on the white board or a poster board. (You can also do a play or something interactive if your group feels so inclined and is able to meet the requirements of the assignment.) If you need any special equipment, you will need to let me know in advance. You are welcome to use the PC in the classroom. If you want to hook up another computer to the screen, be aware that Macs require a special cable to hook into the projector. I can help provide this if I am given advanced notice.

At the end of the semester I will ask students to vote on which presentation made them most want to read the book presented and why. The winners of this vote will receive **1 bonus point on their final grade for the class**.

Title	Author	Description	Group	Group Members
LaDonna Harris: A Comanche Life	Harris, LaDonna & Henrietta Stockel	Story of one of the country's foremost Native American activists. A story with insights into Comanche life and values. If you have interest in politics and social action, this would be a good choice for you.	1	
The Accidental Asian	Liu, Eric	As a second-generation Chinese-American, Liu has grown up with an awkward relationship to race and ethnic identity. A rigorous self-examination about the costs and benefits of assimilation, and whether assimilation should even be viewed in those terms. If you have an interest in identity and social psychology, this would be a good book for you.	2	
Of Borders and Dreams	Liska Carger, Chris	Chronicles a family in a Mexican-American community outside of Chicago, focusing on their son and his experiences in the school system. If you have an interest in the educational system and working in schools, this would be a good book for you.	3	
Brothers and Keepers	Wideman, John Edgar	Wideman seeks to understand how he and his brother, who is serving a life sentence for murder, could have such disparate lives after a childhood together in a Pittsburgh ghetto. If you have an interest in criminal justice and the legal system, this would be a good book for you.	4	
White Like Me	Wise, Tim	Wise offers a highly personal examination of the ways in which racial privilege shapes the lives of most white Americans. If you have an interest in identity and interaction across race, this would be a good book for you.	5	
The Color of Water	McBride, James	In this homage to his mother, McBride paints a portrait of growing up in a black neighborhood as the child of an interracial marriage.	6	
Amazing Grace	Kozol, Jonathan	Jonathan Kozol draws a vivid picture of an urban ghetto, with its hunger, poverty, drugs, disease and violence, through interviews with the people of the Mott Haven section of the South Bronx, the poorest congressional district in the country.	7	