

Racial and Ethnic Relations

SOCL 314 001 CRN 22019

Winthrop University, Spring 2016

Class Location: 305 Kinard
Class Time: T/R 9:30-10:45
Instructor: Dr. Jeannie Haubert
Office: 319 Kinard

Office Hours: T/R 2-3:30
Office Phone: 803-323-4293
Email: haubertj@winthrop.edu
Credit Hrs: 3.0

*Please note that I strongly prefer face-to-face office visits over email as this gives me a chance to get to know you better and to answer your questions in more depth.

Course Description and Methods of Instruction

The goal of this class is to expose you to sociological perspectives related to racial and ethnic relations particularly with respect to power, oppression, solidarity, and the social problems that result from persistent inequalities. We will examine why race is still relevant decades after the civil rights movement and will critically analyze social policy related to inequalities, citizenship, and diversity. We will learn about prejudice, stereotypes and discrimination, and racial ideologies, but will also go beyond interpersonal relations to better understand the social and institutional structures that affect day-to-day realities. Lastly, we will discuss how all individuals continually act to either challenge or reinforce these social structures through their day to day interactions. Through independent research, students will explore how they can act as agents of change in promoting anti-racism and social justice thereby improving their social world.

Structurally, this class will combine lectures, film, discussions, readings, and hands-on activities. My approach to this class is that of a facilitator promoting open and honest cross-racial communication. There will be some lecture, and we will read the works of many experts in the field, but this class achieves little without dialogue. This dialogue requires you to take seriously the perspective of others and actively participate in every class. If we each do our part, we will teach each other through our experiences, will analyze our own values and attitudes, will be better able to understand the pressing issues of our time, will be better able to communicate with one another, and will come to appreciate the benefits of living in a diverse society.

Student Learning Outcomes

After taking this course, students should be able to:

- Engage in meaningful dialogue with members of various groups about diversity issues.
- Articulate sociological perspectives, concepts, theories, and debates surrounding contemporary racial and ethnic relations in the U.S. and elsewhere.
- Demonstrate an understanding of racial and ethnic relations as a structure rather than just an individual phenomenon.
- Summarize the overall patterns, causes, and consequences of racial and ethnic stratification and in the U.S.
- Critically assess current issues in politics and the news surrounding racial and ethnic relations by being able to consider the issue from multiple perspectives.

Course Goals

- To encourage critical thinking about solutions to social problems.
 - To promote personal and social responsibility.
 - To encourage understanding of the interconnected nature of the world.
 - To build effective communication skills.
- * This course participates in Winthrop's Global Learning Initiative in that a close examination of racial inequality exposes students to unfamiliar cultures and perspectives. In addition to the readings, the lectures and class discussions give students real world scenarios so that they may consider life from the perspective of others.
- *The departmental initiative to infuse quantitative reasoning throughout the curriculum is met by through the readings and PowerPoints which make extensive use of data tables and graphs. Students will be encouraged to interpret data during class discussions. Our initiative to promote critical thinking is met by the "tribunal exercise" wherein students participate in a mock trial that forces them to see the causes and consequences of residential segregation from multiple perspectives and then draw their own conclusions.

Classroom Policies and Expectations

- **If you are an athlete or have a disability-**
If you need accommodations due to either a university athletic obligation or to a particular disability, please notify me within the first two weeks of the semester. Winthrop University is dedicated to providing access to education. If you have a disability and require specific accommodations to complete this course, contact the Office of Disability Services (ODS) at 323-3290. Once you have your official notice of accommodations from the Office of Disability Services, please inform me as early as possible in the semester. Except in cases of emergencies, students *must make in-person arrangements for accommodations in advance of class deadlines/tests*.
- **If you miss class-** Attendance is required. Absences and tardiness will heavily impact your class participation grade; moreover, excessive absences (25% or more of classes) will result in a grade of N or F per university policy (see the University Catalog). If you must be absent, get notes from 1-2 reliable classmates as you are still responsible for all material covered in class. Quizzes and discussions cannot be made up, but can be excused due to an official university obligation, a documented illness, or other documented emergencies. A student who misses a test due to extreme circumstances only may be permitted to take a makeup exam on study day. Such extreme circumstances *must be documented* and are subject to my discretion.
- **If you text or otherwise play with your phone/tablet-** The first time this happens, you will be asked to put your phone away as such behavior is both inappropriate and distracting. If you violate this policy more than once, *your grade will be lowered one letter grade* for each offense. If you have a special situation that requires you to check your phone during class, please discuss it with me beforehand. Otherwise, the use of cell phones, laptops, tablets and other associated technologies is prohibited in this class unless you receive special permission from the instructor due to extraordinary circumstances.
- **If you cheat or otherwise violate the conduct code-** I will report it to the dean so that it is documented on your record and I have the authority to implement a range of punishments, from a

zero on the assignment to an F in the course. The policy on student academic misconduct is outlined in the “Student Conduct Code Academic Misconduct Policy” in the *Student Handbook* (<http://www2.winthrop.edu/studentaffairs/handbook/StudentHandbook.pdf>).

- **If I have to change the schedule-** I will avoid doing this if at all possible, but I reserve the right to alter this schedule if necessary. I will give you at least one week notice for a deadline or test alteration.

Required Text

- Desmond, Matthew and Mustafa Emirbayer. 2010. *Racial Domination, Racial Progress: The Sociology of Race in America*. McGraw Hill. New York, New York.

Course Requirements and Grading

Reading Quizzes 15%

There will be quizzes as marked on the course calendar to ensure that you are keeping up with the reading.

Oral Presentation 15%

You will give a 5 minute speech regarding racial justice and social change with the goal being to encourage civic engagement surrounding a social problem covered in the class. Your speech should be typed and memorized. You may use an outline. You will turn in the typed copy of the speech and will be graded on both the speech content and delivery. More details to follow in class.

Tests 60%

There will be three tests throughout the semester. Two will be during the semester and one cumulative final exam. There will be a mix of essay and multiple choice. Each is worth 20%.

Participation and Group Work 10%

What to do:

You are expected to do all of the reading each week and participate actively in small group discussions and activities. Your participation should make a positive contribution to the learning environment.

What not to do:

Please note that active participation does not mean talking just to talk. Dominating class discussion or consistently going off-topic in a way that disrupts the learning experience for others can cause you to lose points in this area. It is important that you allow space for others to talk too. Poor attendance and a demonstrated lack of engagement can also negatively impact your participation grade. Sleeping, texting, being disruptive, or being rude to others in the class will also lower your grade.

Summary

Reading Quizzes	15% (averaged across all weeks)
Oral Presentation	15%
Tests	20% (each)
Class Participation	10% (assigned at the end of the semester)

Grading Scale

A	94% or better	C	73 - 76%
A-	90 – 93%	C-	70 - 72%
B+	87 – 89%	D+	67 - 69%
B	83 – 86%	D	63 - 66%
B-	80 – 82%	D-	60 - 62%
C+	77 – 79%	F	less than 60%

Course Calendar

<u>Date</u>		<u>To Do Before Class</u>
12-Jan	Intro and Icebreakers	
14-Jan	What is race and why should we study it?	
19-Jan	The Invention of Race	Pgs 49-101 & quiz 1
21-Jan	Historical marginalization	
26-Jan	Immigrants and whiteness	
28-Jan	Politics	Pgs 103-148 & quiz 2
2-Feb	Civil Rights and Neo Civil Rights Movements	
4-Feb	Threat hypothesis & voting	
9-Feb		REVIEW
11-Feb		TEST
16-Feb	Economics	Pgs 150-199 & quiz 3
18-Feb	Income and wealth disparities	
23-Feb	Labor market dynamics and Affirmative Action	
25-Feb	Housing & Education	Pgs 202-246 & quiz 4
1-Mar	Racial struggles over residence	
3-Mar	Racial segregation in housing and education	
8-Mar	Tribunal Activity (mandatory)	
9-Mar	Deadline to withdraw from a course	
10-Mar	Tribunal Activity (mandatory)	
15-Mar	Spring Break	
17-Mar		
22-Mar		REVIEW
24-Mar		TEST
29-Mar	Aesthetics	Pgs 349-397 & quiz 6
31-Mar	Media and pop culture	
5-Apr	Associations	Pgs 249-297 & quiz 5
7-Apr	Culture wars and hate groups	
12-Apr	Toward Racial Justice	Pgs 499-542 & quiz 7
14-Apr	How do we bring about change?	
19-Apr		PRESENTATIONS
21-Apr	Course Wrap-Up	
28-Apr	CUMULATIVE FINAL EXAM (11:30am)	

