



SOCIOLOGY 365: Race, Culture, and Ethnicity

Course Description and Objectives:

This course provides a sociological approach to minority and ethnic relations that will help you to understand the relevance of race and culture in society today. This course introduces the basic theories related to the study of race and ethnic relations, as well as the histories and present status of different racial and ethnic groups around the world. In general, the course raises questions about continuing prejudice and racism in our society. The focus of this course is on U.S. society, however, race and ethnicity are hardly bound by borders and for that reason we also take into account perspectives from around the globe. Thus, while lectures and readings will mainly focus on the United States, they will also address other regions of the world. Issues to be explored include: biogenetic research, immigration, cultural assimilation, cultural identity, multiracial consciousness, segregation, civil rights, and affirmative action.

"The fact of the matter is that nationalism thinks in terms of historical destinies, while racism dreams of eternal contaminations, transmitted from the origins of time through an endless sequence of loathsome copulations: outside history."

Benedict Anderson, *Imagined Communities*: p. 149

Student Learning Outcomes:

1. Develop an understanding of the basic concepts within the subject of race and ethnicity and the various ways race and ethnicity are created and defined.
2. Explore and differentiate between competing theories and explanations of prejudice and discrimination.
3. Examine how social structure influences and is influenced by minority and ethnic relations.
4. Understand the history of race relations in the United States.
5. Analyze the impact of inequality and stratification on the experience of racial groups in the United States and in other parts of the globe.
6. Develop effective writing skills.

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Adams State College

Department of Sociology

Spring 2014

MWF 10:00-10:50am

MCD, 316

Texts and Articles:

Race, Ethnicity and Gender (REG below), edited by Joseph F. Healey and Eileen O'Brien. Pine

Forge Press, Second edition: 2007.

Doing Race: 21 Essays for the 21st Century (DR below), edited by Hazel Rose Markus and Paula M.L. Moya. W.W. Norton and Company, Inc., First edition: 2010.

*Additional articles are available on Website and via hyperlinks in the syllabus.

Assignments/Exams

Participation (10%): Race, culture and ethnicity are social issues that permeate our daily lives. As a result, most Fridays (6 in all, specific dates highlighted below) I expect students to come to class prepared to discuss and analyze a particular newspaper article through the lens of the particular concept that we are discussing that week (i.e., discrimination, prejudice, culture, etc.). For this assignment I expect students to: (1) regularly read a professional news source such as the New York Times, The Economist, The Los Angeles Times, The BBC, The Denver Post, etc, (2) each week choose an article that fits with *the core theme* for the class that week, (3) print the article and read it and (4) type up several discussion questions for the class to consider. In class I will expect each student to *be prepared to* provide a brief review of his/her article and then we will all discuss the *student generated* discussion questions. At the end of class students will turn in their articles along with their discussion questions (be sure to write your name on your article!).

Note: This class will include both lecture and discussion. For this reason it is expected that students *read* the assigned material *before class* so that they can actively participate in classroom discussions. It should go without saying but active participation requires students to be present in the classroom. If a student misses an extensive amount of class (more than 3 classes), his/her *overall* grade for the course will drop by one letter grade (from A to B, B to C, etc.) for each absence beyond 3. Please note, anyone that arrives to class more than 5 minutes late is considered absent for that particular class period.

Reflective essay (10%): Early in the semester you will write an essay that reflects on your personal experience with race and ethnicity. Instructions for this assignment are provided on the course website. The essay is due in class on 01/27/2014.

Quizzes (20%): Four unannounced quizzes will be administered throughout the semester. Quizzes will address material covered in the previous three class periods plus the material assigned for that particular day.

Midterm exam (20%): A two-part midterm exam will be given on March 10th (multiple choice) and 12th (essays). The exam consists of multiple choice, true/false questions and short essays. If you read and attend lecture you will be well prepared for the exam. An in-class review will be provided.

Final paper (15%): Students will pick a research topic related to the class and write a six to eight page essay. Each student will also provide an in-class presentation related to their research topic. The paper can be on any topic related to the course with written approval or in consultation with the instructor. Each student should begin to develop his or her paper topic early in the semester. The primary requirement of the paper is that you incorporate sociological concepts into your research topics (i.e., social capital, stratification, tracking,

etc.). Each student must submit a topic paragraph to the instructor by 03/21/2014 in class and the final paper is due 04/14/2014. Literature used to develop the paper must be from professional, peer-reviewed journals and other academic sources. Plagiarism will not be tolerated.

Final Presentation (10%): Students will present their final paper topics in class during the last few weeks of the semester. Presenters are allotted 15 minutes each. Students should focus on presenting the basic argument of their final paper as clearly and concisely as possible. Each presenter should allot several minutes at the end for feedback and suggestions.

Final Exam (15%): Students will take a comprehensive final exam during finals week. The format of the exam will be similar to that of the midterm, and while it will focus on the second half of the semester, students should be prepared to answer questions pertaining to the first half of the semester as well. The exam will be held in class on Thursday, May 8th from 1:00-2:50pm.

Written work: All written work must be typed, double-spaced, 12-point font (Garamond or Times New Roman preferred), with 1" margins on all sides. Papers *may not* be turned in via e-mail unless I request a digital copy. Late papers will be penalized with a 10 point deduction for each day after the deadline.

Extra Credit: For each essay, if you utilize the writing lab I will increase your final grade for that particular assignment by 5 percent.

Persons with Disabilities: If you have any sort of disability or personal problems which prevents the fullest expression of your abilities, please let me know as soon as possible during the semester - before it interferes with your work - so that I can make a reasonable accommodation for your needs.

Academic Misconduct: Taking the easy way out will have real consequences in this class. Plagiarism, cheating, or any other form of academic dishonesty will not be tolerated. Any student engaging in academic dishonesty will be dropped from the course and formal charges will be brought before the Department Chair.

Date	Topic	Reading	Assignments
01/13	Intro	-Introduction to syllabus, review of course expectations. -Discuss Reflective Essay.	*Read “Tips for being a successful student.” (Website.) *Begin Reflective Essay! (See website for instructions.)
01/15	Biogenetics	-The Human Family Tree (96 min)	*Start reading DR Ch. 3 and Ch. 4
01/17	Biogenetics	-The Human Family Tree (96 min)	*Start reading DR Ch. 3 and Ch. 4
01/20	MLK Day	No Class.	*Watch <i>Citizen King</i> at home. Available on Netflix and Youtube. (Take notes.)
1/22	Biogenetics	-DR Ch. 3 <i>The Biology of Ancestry</i>	*Briefly discuss <i>Citizen King</i> .
1/24	Biogenetics	-DR Ch. 4 <i>Which Differences make a Difference?</i>	*Article due. (Article should be related to biogenetic research.)
1/27	The Social Meaning of Race and Ethnicity in the U.S.	-“Racial Identities in 2000” by Reynolds Farley. (Website.) -DR Ch. 1 <i>Defining Race and Ethnicity</i>	*Reflective essay due in class!
1/29	Race in History	-“‘Race’ and the Construction of Human Identity” by Audrey Smedley (Website).	
01/31	Race in History	-“‘Race’ and the Construction of Human Identity” by Audrey Smedley (Cont.).	*Article due. (Article should be related to everyday uses of race and ethnicity in society.)
02/03	The Rise of a Racial Economy	-REG, Ch.3, pp. 101-134. *Discuss students’ analysis of newspaper articles.	*Start thinking about your final presentation/paper. Schedule meeting with me to discuss your topic.
02/05	Scientific Racism	-“The Tribal Twenties,” pp. 264-286 from <i>Strangers in the Land</i> by John Higham. (Website.)	
02/07	Scientific Racism in a Global Context	-Skim through “Racism and Research: The Case of the Tuskegee Syphilis Study.” (Website.)	*Watch <i>Syphilis Laboratory</i> at home on Youtube (http://www.youtube.com/watch?v=nha9MsSSKvE) *Turn in article/questions. (Article should be related to race and the economy and/or concepts of scientific racism such as eugenics.)
02/10	Genocide	-DR Ch. 8 <i>A Thoroughly Modern Concept</i>	
02/12	Genocide	-Watch <i>The Devil Came on Horseback</i>	
02/14	Genocide	-Watch <i>The Devil Came on Horseback</i>	
02/17	Apartheid and Beyond	- <i>South Africa</i> . (Website.)	
02/19	Apartheid and Beyond	-Watch <i>Skin</i>	
02/21	Apartheid and Beyond	-Watch <i>Skin</i>	
02/24	Prejudice, Discrimination and Racism in	-REG, Ch. 1, pp. 1-23.	

	the U.S.		
02/26	Judaism in History	-DR Ch. 5 <i>The Jew as the original "Other"</i> and Ch. 6 <i>Knowing the "Other"</i>	
02/28	Asian "others"	-DR Ch. 7 <i>Eternally Foreign</i>	*Turn in article/questions.
03/03	Race in the 21 st Century U.S.	-DR Ch. 10 <i>Going Back to Compton</i>	
03/05	Race and Education	-DR Ch. 11 <i>Structured Failure</i>	
03/07	Race and Incarceration	-DR Ch. 12 <i>Radicalized Mass Incarceration</i>	*Turn in article/questions.
03/10	Midterm Exam	Multiple Choice Questions	
03/12	Midterm Exam	Essay Questions	
03/14	Affirmative Action	-REG, Ch. 4, pp. 135-155 and pp. 168-171.	
03/17	Affirmative Action	-REGC, Ch. 1, "Affirmative Actions: Is it time to end racial preferences?" pp. 1-22. (Website.)	
03/19	Where to go from here?	-DR Ch. 14 <i>In the Air Between Us</i>	*Turn in article/questions.
03/21	Essay Day	-Bring paper topics to class. Be prepared to present a basic outline.	*Turn in paper topics in class.
03/24	Spring Break	-Keep working on final presentation/paper! -Study for next quiz.	
03/26	Spring Break		
03/28	Spring Break		
03/31	Migration	-"The Hispanic Challenge," by Samuel Huntington. (Website.)	
04/02	Fear and Facts	-"Fear vs. Facts" by Becerra et al. (Website.)	
04/04	Writing Day	-Work on your final paper. (No class.)	
04/07	Guest Speaker	Zoila Gomez?	*Take notes.
04/09	Hispanics in the S.W. Los Penitentes	-"The Hispano," by Richard R. Nostrand, from <i>The Hispano Homeland</i> , pp. 1-25. (Website.) -"The Penitentes of the Sangre de Cristos" by Bill Tate (Website.)	
04/11	Guest Speakers	Herman and Patricia Martinez (Hilos Culturales)	*Take notes.
04/14	Presentations		*Final Paper Due in Class
04/16	Presentations		
04/18	Presentations		
04/21	Presentations		
04/23	Presentations		
04/25	Presentations		

04/28	Presentations		
04/30	Presentations		
05/02	Presentations	-Finish up presentations	
05/08	Final Exam	Final Exam Thursday, May 8th @ 1:00-2:50pm	