

Saint Leo University
SOC 350
Race and Ethnic Relations

Course Description:

A critical examination of race, ethnicity, and its persistence in institutions from a sociological perspective, the course examines how race and ethnicity are socially and politically defined; how sociological theories have traditionally and contemporarily analyzed racial and ethnic inequalities; the most up-to-date research on the extent of racial/ethnic inequalities across several key social institutions; and social justice/social change efforts to reduce racism, along with social and political barriers to such efforts. Issues are considered from a U.S. and global perspective.

Prerequisite:

ENG122 and SSC 101 or HON 150

Textbooks:

Desmond, Matthew and Mustafa Emirbayer. 2010. *Racial Domination, Racial Progress: The Sociology of Race in America*. New York: McGraw Hill. ISBN-13: 978-0-07-297051-7

Saint Leo University. 2013. *SOC350: Race and Ethnic Relations* (custom). Upper Saddle River, NJ: Pearson Custom. ISBN-13: 978-1-256-60659-8

(Taken from: Feagin, Joe R. and Clairece B. Feagin. 2011. *Racial and Ethnic Relations* (9th ed.). Upper Saddle River, NJ: Pearson. ISBN-13: 978-0-205-02499-5)

Learning Outcomes:

By the end of this course, the student will have the ability to:

1. Explain how social institutions (and cultural groups) play a role in shaping what “race” and “ethnicity” are over time.
2. Use various sociological theories of race relations to U.S. and global examples to analyze how culture and power dynamics (including white privilege) impact the distribution of societal resources.
3. Distinguish between prejudice, discrimination (individual vs. institutional), and racism.
4. Use reliable data to describe the situation of various majority and minority groups and explain how racism has impacted their members’ life chances in the areas of income/wealth discrimination, housing discrimination, and racial/ethnic inequalities in the criminal justice system, as well as other social institutions.
5. Appreciate social justice efforts on the part of both minority and majority group members to challenge racism, both on the level of the grassroots (NGOs and everyday individuals) and at the governmental/state level.

Core Value:

The core value of community will be especially emphasized in this course, as students learn to value the contribution of various racial and ethnic groups to society.

Community: Saint Leo University develops hospitable Christian learning communities everywhere we serve. We foster a spirit of belonging, unity, and interdependence based on mutual trust and respect to create socially responsible environments that challenge all of us to listen, to learn, to change, and to serve.

Evaluation:

Assignment	Points	Percentage
Exams (Midterm: 96 and Final: 97)	193	50%
Journal Assignments (8 at 100 points each)	800	10%
Experiential Research Paper	100	20%
Discussion (8 at 10 points each)	80	20%
Total	1173	100%

Grading Scale:

Grade	Score (%)
A	94-100
A-	90-93
B+	87-89
B	84-86
B-	80-83
C+	77-79
C	74-76
C-	70-73
D+	67-69
D	60-66
F	0-59

Exams

Students are required to take a Midterm Exam in Module 4 and a Final Exam in Module 8. Each exam consists of a combination of essay, short answer, multiple-choice, and true/false questions taken from the assigned readings and in-class supplemental material.

Journal Assignments: Students will write a 1 – 2 page journal assignment in each module. A specific topic is assigned each module. Each assignment is due **no later than Sunday 11:59 PM EST/EDT** of that particular module. (These Assignment boxes are linked to Turnitin.)

Experiential Research Paper: Students are required to write a five-page paper, not including a title page and reference page (no abstract), formatted using the ASA style. Students are encouraged to check their paper with www.Grammarly.comrnitin./edu/ before submitting the final version to the instructor. The paper should incorporate the core value of community emphasized in the course.

Students must choose **one** of the following two options on which to write.

1. Deliberately participate in a setting in which you are in the majority (racially), and then another where you are in the minority; compare experiences, applying course terminology and theories.
- Or**
2. Analyze several forms of media over a select time period for racial representation and stereotypes; compare and contrast media outlets and their patterns of representation, applying course terms and theories.

The student should refer to the following rubric for grading guidelines. Students must submit this assignment in Module 7 to the Assignment box **no later than Sunday 11:59 PM EST/EDT**. (This Assignment box is linked to Turnitin.)

Experiential Research Paper Rubric

Rating:

Exceptional corresponds to an A (90-100). Performance is outstanding; significantly above the usual expectations.

Proficient corresponds to a grade of B- to B+ (80-89%). Skills are at the level of expectation.

Basic corresponds to a C to C+ (70-79%). Skills are acceptable but improvements are needed to meet expectations well.

Novice corresponds to a D to C- (60-69%). Performance is weak; the skills are not sufficiently demonstrated at this time.

0 This criterion is missing or not in evidence.

Elements	Criteria	Ratings				
		0	Novice	Basic	Proficient	Exceptional
Introduction and summary 15%	Introduction and thorough description of the topic.					
Analysis 45%	Exploration of topic – applying course materials.					
	Analysis of issue applying course terminology and theories.					
Summarization and/or Conclusions 20%	Thoughtful summarization of topic.					
Structure and organization 20%	Organization of paper demonstrates logical development of ideas, clear sequence, focus, well-organized paragraph; correct spelling, grammar and punctuation. Accurate citations.					

Discussions:

Students will complete one discussion in each module. The discussion grade will depend mostly on how well the original post follows the discussion prompt, and then on the quality of the responses to classmates' postings.

How does a student answer a classmate's post?

Students have to make a substantial contribution to the discussion. Students get credit for showing that they are thinking hard about how to relate the course materials (the readings and activities) to the discussion questions and what their classmates are saying to the content of the module.

Students may agree or disagree with what a classmate is saying, but they always have to justify their reactions, using what is being learned in the course. Other strategies include bringing and discussing valid outside resources to support points (making sure they are referenced appropriately), providing examples, asking questions that push fellow classmates to think further, answering another student's questions, or reacting to others' suggestions.

Students do not get credit for one-sentence posts such as "Good point!" or "I agree." Students do not get credit for disrespectful comments. Students do not get credit for simply copying and pasting paragraphs from a website or from the textbook, even if the source is cited. The above paragraph states that the student has to discuss them, to explain to why he or she thinks they are relevant. Students do not get credit for social posts, such as "Hey man, I didn't know you were taking this class, how have you been?" There is a non-graded discussion for that.

In terms of tone, students need to make sure to respect others, but don't be shy about giving their own opinion. Discussions where everybody just agrees with everybody else are boring, not very informative,

and show a lack of depth in thinking. Students should not think that they'll get credit for trying to be nice and conciliatory. If a student disagrees, he or she should say so and do it politely! Students should feel free to use emoticons to add some feelings to what they are saying. Students should avoid offensive language, unless they are quoting from a situation in real life or from a source. Postings that are offensive will be deleted.

Adjudication

It is the responsibility of every member of the faculty and student body to cooperate in supporting the honor system. When there is a reason to suspect that a student has violated the University's Academic Honor Code, the faculty member must discuss the evidence in private with the student. Depending on location of the student, the following procedures are outlined below for reporting a violation or sanction.

University Campus Undergraduate Students

All University Campus faculty must report all sanctions issued to University Campus undergraduate students to the Online Academic Honor Code Reporting System in eLion. The faculty member can resolve the incident with an in-classroom sanction, excluding failure based on the offense. Some examples of sanctions include zero for an assignment, resubmission of an assignment, reduced grades, assigning additional work, etc. The Academic Standards Committee must hold a hearing if the instructor believes the violation warrants a sanction of failure for the course. Sanctions should be levied according to the seriousness of the offense. If the instructor of record would prefer to have the committee hear the case, all requests for hearings must be submitted using the Online Academic Honor Code Reporting System in eLion.

The student will have the opportunity to appeal the allegation and/or the sanction within 5 days of receipt of the notification. If the student appeals the allegation and/or sanction, a hearing will be scheduled with the Academic Standards Committee. If a submission to the Online Academic Honor Code Reporting System results in a second offense for a student, the Academic Standards Committee must schedule a hearing. Once a faculty member submits the report to the Online Academic Honor Code Reporting System, the system will automatically send a notice to the student, the faculty member and the Academic Standards Committee. If a sanction is imposed, the notice will record the incident and the sanction.

Center Students

All undergraduate center faculty must report any suspected violation to the center director as soon as possible so that an ad-hoc Standards Committee can be formed if necessary.

Graduate Students

All graduate faculty must report any suspected violation to the graduate director as soon as possible so that the Graduate Academic Standards Committee can meet to hear the case.

Reporting Process

When reporting an offense, the faculty member must provide the following information to the committee, center director, or graduate director:

1. The faculty member's charge against the student.
2. A copy of the course syllabus.
3. The dates of the events as they occurred.
4. Any supporting evidence, such as a Turnitin.com originality report.
5. A summary of the discussion or copies of emails between the student and the faculty member, including any admission or denial of guilt by the student.
6. Statements from another student to corroborate and other evidence if necessary.

Upon receipt of the faculty member's report, the Academic Standards Committee or an ad hoc committee appointed by the Center Director or Graduate Director will schedule a hearing and inform the student, in writing, of the date and time of the hearing and include a copy of the faculty

member's report. A student cannot avoid a sanction by withdrawing from the course and is not permitted to withdraw from a course while the allegation is under investigation. The Committee will hold the hearing whether or not the student chooses to attend. After reviewing the evidence, the Committee will render a decision on the charge and determine any sanctions that are appropriate.

The student may appeal the Committee's decision to the Vice President of Academic Affairs within 5 days of receipt of the notification of the official report, who may issue an appellate decision on behalf of the University. The final authority rests with the Vice President of Academic Affairs.

Sanctions

The sanction for a first violation of the Academic Honor Code could range from zero for the assignment to dismissal from the university, depending on the nature of the violation, but the usual sanction is failure of the course. The minimum sanction for a subsequent offense is failure of the course, but the usual sanction is suspension or dismissal from the university.

For additional information, faculty members should contact either the Committee Chair or the appropriate Center Director.

Course Schedule:

Module 1 Race and Ethnicity Foundations

Objectives

When you complete this module, you should be able to:

- Compare social versus biological understandings of race.
- Define ethnicity and contrast with race.
- Analyze race and ethnicity as social constructions.
- Define white privilege.

Assignments

Items to be Completed:	Due No Later Than:
Read the assigned materials	
Study the Focus Questions and Vocabulary	
View Audio Visual Presentation (AVP) & complete activity	
Post an introduction to the class	Thursday 11:59 PM EST/EDT
Post an initial response to the discussion question	Thursday 11:59 PM EST/EDT
Post responses to at least two classmates	Sunday 11:59 PM EST/EDT
Submit Journal Assignment 1	Sunday 11:59 PM EST/EDT
Begin the Experiential Research Paper	Module 7

Module 2 Theoretical Perspectives on Adaptation and Conflict

Objectives

When you complete this module, you should be able to:

- Define assimilation and pluralism.
- Summarize and evaluate order theories.
- Summarize and evaluate power-conflict theories.

Items to be Completed:	Due No Later Than:
Read the assigned materials	
Study the Focus Questions and Vocabulary	
View the Audio Visual Presentation (AVP) & Complete the Activity	
Post an initial response to the discussion question	Thursday 11:59 PM EST/EDT
Post responses to at least two classmates	Sunday 11:59 PM EST/EDT
Submit Journal Assignment 2	Sunday 11:59 PM EST/EDT
Continue the Experiential Research Paper	Module 7

Module 3 Race and Ethnicity in the Economy

Objectives

When you complete this module, you should be able to:

- Define income and wealth.
- Recall statistics on income and wealth disparities among whites and people of color.
- Explain why economic racial disparities exist.
- Determine why some immigrant groups might be more likely to achieve economic success than others.
- Examine affirmative action and white welfare.

Items to be Completed:	Due No Later Than:
Complete Journal Assignment 2 Part A (to be completed before Reading)	
Read the assigned materials	
Study the Focus Questions and Vocabulary	
View the Audio Visual Presentation (AVP) & Complete the Activities	
Post an initial response to the discussion question	Thursday 11:59 PM EST/EDT
Post responses to at least two classmates	Sunday 11:59 PM EST/EDT
Submit Journal Assignment 3 Parts A and B	Sunday 11:59 PM EST/EDT
Complete Experiential Research Paper	Module 7

Module 4 **Race and Ethnicity in Housing**

Objectives

When you complete this module, you should be able to:

- Recall historical factors impacting land ownership and segregation.
- Summarize contemporary residential segregation data.
- Analyze explanations of contemporary racial segregation.
- Determine the impacts of segregation on life chances.

Items to be Completed:	Due No Later Than:
Read the assigned materials	
Study the Focus Questions and Vocabulary	
View the Audio Visual Presentation (AVP) & Complete the Activities	
Post an initial response to the discussion question	Thursday 11:59 PM EST/EDT
Post responses to at least two classmates	Sunday 11:59 PM EST/EDT
Submit Journal Assignment 4	Sunday 11:59 PM EST/EDT
Complete the Midterm Exam	Sunday 11:59 PM EST/EDT
Continue the Experiential Research Paper	Module 7

Module 5 **Race, Ethnicity, Crime, and Punishment**

Objectives

When you complete this module, you should be able to:

- Recall the history of the American prison system and the prison boom of the late twentieth century.
- Recognize structural factors (such as racial profiling, policing and surveillance) impacting the differential between incidences of crime, arrest rates, convictions, and incarcerations.
- Evaluate the relationship between criminal justice system and other institutions such as the economy and politics.
- Compare public beliefs/fears about crime and race with data.
- Analyze the historical relationship between the penal system, social control, and race/ethnicity.

Items to be Completed:	Due No Later Than:
Complete Journal Assignment 4 Part A (to be completed before Reading)	
Read the assigned materials	
Study the Focus Questions and Vocabulary	
View the Audio Visual Presentation (AVP) & Complete the Activity	
Post an initial response to the discussion question	Thursday 11:59 PM EST/EDT
Post responses to at least two classmates	Sunday 11:59 PM EST/EDT
Submit Journal Assignment 5 Parts A and B	Sunday 11:59 PM EST/EDT

Module 6

Race and Ethnicity in Education and the Family

Objectives

When you complete this module, you should be able to:

- Recall historical racial battles over education for Native Americans and African Americans.
- Determine how social capital, cultural capital, and stereotype threat reproduce inequalities in education.
- Assess whiteness in the American educational system.
- Dissect the history of the family recognizing how the institution has changed since colonialism and slavery.
- Examine the history of the “one-drop rule” and its impact on interracial relationships.
- Recall statistics and sociological explanations for trends in interracial marriage and divorce in the United States.

Items to be Completed:	Due No Later Than:
Read the assigned materials	
Study the Focus Questions and Vocabulary	
View the Audio Visual Presentation (AVP) & Complete the Activities	
Post an initial response to the discussion question	Thursday 11:59 PM EST/EDT
Post responses to at least two classmates	Sunday 11:59 PM EST/EDT
Submit Journal Assignment 6	Sunday 11:59 PM EST/EDT

Module 7

Is Our Society Colorblind?

Objectives

When you complete this module, you should be able to:

- Describe *colorblind* racism, and *new* racism.
- Discuss social policy implications of erroneous beliefs that we live in a post-racial or colorblind society.
- Summarize the perception gap between majority and minority groups and how that impacts support for public policy aimed at combating racial inequality.

Items to be Completed:	Due No Later Than:
Read the assigned materials	
Study the Focus Questions and Vocabulary	
View the Audio Visual Presentation (AVP) & Complete the Activity	
Post an initial response to the discussion question	Thursday 11:59 PM EST/EDT
Post responses to at least two classmates	Sunday 11:59 PM EST/EDT
Submit Journal Assignment 7	Sunday 11:59 PM EST/EDT
Submit Experiential Research Paper	Sunday 11:59 PM EST/EDT

Module 8

Making a Difference

Objectives

When you complete this module, you should be able to:

- Examine historical and contemporary efforts to improve race relations.
- Evaluate what it means to address racial domination intelligently.
- Recognize what a racially just society would look like.
- Differentiate between multiculturalism, assimilation, hyphenation, and antiracism.
- Develop the tools to affect real change in the United States.

Items to be Completed:	Due No Later Than:
Read the assigned materials	
Study the Focus Questions and Vocabulary	
View the Audio Visual Presentation (AVP)	
Post an initial response to the discussion question	Thursday 11:59 PM EST/EDT
Post responses to at least two classmates	Sunday 11:59 PM EST/EDT
Submit Journal Assignment 8	Sunday 11:59 PM EST/EDT
Complete the Final Exam	Sunday 11:59 PM EST/EDT