

**Texas A&M University Central Texas**  
**SOC 303 Race and Ethnic Relations**  
**Summer 2010**  
**June 7 – July 30, 2010**

**Instructor:** Stephanie Medley-Rath

**Office:** Online Only

**Phone:**

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**Office Hours:** See availability below

This course is taught entirely online at <http://online.tarleton.edu/Dual/DualLoginPage.htm>.

### **AVAILABILITY**

I am available from 9 a.m.-9 p.m. Central Time on most days, but I attempt to reserve Sunday for my family. During the week, I am online often during that 9 a.m.-9 p.m. time frame. On Saturdays, I tend to be online in the morning only. If these times are not convenient for you, please let me know. I will be happy to accommodate your schedule, if possible. I provide you with these times to make it easier to communicate with me, and not to limit our contact. I want you to know that, should you need to contact me outside these time frames, you should not hesitate to do so. For emergencies, when you are not able to gain access to messages on Blackboard, please send a message to my email address. In the event a third party needs to contact me, please direct them to my contact information listed above. No third party should use your login credentials to gain access to the classroom.

I will not be holding online or offline office hours. I have set-up a thread for your questions about your concerns, the course, and your assignments. Please ask your questions here or email me privately if you do not wish to share your concerns with the class. I have also provided you with my personal phone number. You may call me if necessary but do not call me outside of the above time frame. If you call, leave a message with your name, the course name, and your phone number and I will return your call within 48 hours, email a response, or respond in the questions thread. I will respond to every email personally or in the questions thread within 48 hours.

### **1.0 Course Description**

Includes an analysis of relations between dominant groups and minority groups that make up American society. Theories of race relations and prejudice, the meaning of racial differences, group conflict, and modes of accommodation are emphasized.

### **2.0 Course Objectives<sup>1</sup>**

#### **2.1 Student Learning Outcomes**

1. Develop the reasoning and communication skills expected of a person holding a Bachelor of Science degree.
2. Develop proficiency in the use of online research retrieval methods.
3. Understand the history and development of race relations in America.
4. Understand the theories of race and race relations.

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<sup>1</sup> Adopted from William Sakamoto White. "Racial and Ethnic Groups." Summer 2009.

**NOTE:**<sup>2</sup> This is an UPPER level Sociology course. It presumes the existence of racial inequality rather than seeking to establish its existence. We will immediately launch into a full-scale analysis of various aspects of racial inequality. This course will not be a forum debating whether or not these various inequalities are real, but rather we will explore the ways they affect people across time and space.

### 3.0 Required Reading

- Gallagher, Charles A. 2009. *Rethinking the Color Line: Readings in Race and Ethnicity*, 4<sup>th</sup> Edition. (ISBN: 9780073404271). Alternatively, this text is also available electronically at [www.CourseSmart.com](http://www.CourseSmart.com) (ISBN 0-07-728790-8).
- Chomsky, Aviva. 2007. *"They Take Our Jobs!" And 20 Other Myths about Immigration*. Boston, MA: Beacon Press. (ISBN 978-0-8070-4156-7)
- Wise, Tim. 2007. *White Like Me*. Brooklyn, NY: Soft Skull Press. (ISBN 978-1933368993)

### 4.0 Course Requirements

#### 4.1 Weekly Quizzes<sup>3</sup> (1 per week x 8 weeks @ 6 points each)

The quizzes are intended to motivate students to do the weekly reading assignments and to evaluate how well the students understand the readings. Quiz 1, for example, will cover the readings due in Week 1: *Fair and Foul*, Chapters 1 and 2. Quizzes that use other readings will not be acceptable. The three questions for the quiz will always be the same:

1. What is one thing that you learned and/or didn't know before?  
Explain why this is important.
2. What is one thing that you disagree with and explain why?
3. What is one thing that you didn't understand and explain why?

You must answer all three questions. Each question must be answered from a different reading. The word limit for each quiz is 300 words, about 100 words per question. If you can't answer Question 3 because you understood everything, you can provide two answers for Question 2. However, you still must discuss three different readings. On weeks when only two readings are assigned, you may use the longer reading to answer two of the questions.

There will be 8 quizzes during the semester and each will be graded on a pass/unacceptable basis. Acceptable quizzes must (1) accurately discuss how each assigned reading relates to the question and (2) provide sufficient detail within the word limit, (3) address only the readings that are assigned for that week. Each quiz is due by Sunday at midnight of each week.

#### 4.2 Writing Assignments

##### 4.2.1 Reflection Paper<sup>4</sup> (10 points)

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<sup>2</sup> Adopted from William Sakamoto White. "Racial and Ethnic Groups." Summer 2009.

<sup>3</sup> Adapted from Pincus, Fred L. "Race and Ethnic Relations." P. 151-160.

<sup>4</sup> Adapted from Ochoa, Gilda L. "Sociology of Race and Ethnicity." p. 136-144.

By the end of Week 1 you need to complete a Reflection Paper. See this assignment's description under Week 1 in the Course Schedule.

#### 4.2.2 Book Reviews (2 @ 15 points each)

You will complete two book reviews. The first book review will be on *White Like Me* and is due in Week 3. The second book review will be on "*They Take Our Jobs!*" and is due in Week 5.

A review of a book is not primarily a summary. Rather, it **analyzes, comments on** and **evaluates** the work. As a course assignment, it situates the work in the light of specific issues and theoretical concerns being discussed in the course. Your review should show that you can recognize **arguments** and engage in **critical thinking** about the course content. Keep questions like these in mind as you read, make notes, and then write the review or critique

1. What is the specific **topic** of the book or article? What overall **purpose** does it seem to have? For what **readership** is it written? (Look in the preface, acknowledgements, reference list and index for clues about where and how the piece was originally published, and about the author's background and position.)
2. Does the author state an explicit **thesis**? Does he or she noticeably have an axe to grind? What are the **theoretical assumptions**? Are they discussed explicitly? (Again, look for statements in the preface, etc. and follow them up in the rest of the work.)
3. What exactly does the work **contribute** to the overall topic of your course? What general problems and concepts in your discipline and course does it engage with?
4. What **kinds of material** does the work present (e.g., primary documents or secondary material, personal observations, literary analysis, quantitative data, biographical or historical accounts)?
5. **How** is this material used to demonstrate and argue the thesis? (As well as indicating the overall argumentative structure of the work, your review could quote or summarize specific passages to describe the author's presentation, including writing style and tone.)
6. Are there **alternative ways** of arguing from the same material? Does the author show awareness of them? In what respects does the author agree or disagree with them?
7. What theoretical issues and topics for **further discussion** does the work raise?
8. What are **your own reactions and considered opinions** regarding the work?
  - Browse in published scholarly book reviews to get a sense of the ways reviews function in intellectual discourse.
  - Some book reviews summarize the book's content briefly and then evaluate it; others integrate these functions, commenting on the book and

using summary only to give examples. Choose the method that seems most suitable according to your professor's directions.

- To keep your focus, remind yourself that your assignment is primarily to discuss the book's treatment of its topic, not the topic itself. Your key sentences should therefore say "This book shows...the author argues" rather than "This happened...this is the case."

Use the above guidelines to help you structure your book reviews. In each of your book reviews you should provide a brief summary of the book and your assessment of the book using the questions above to guide your review. Your reviews should be between 500-750 words.

#### **4.2.3 Writing Assignment Guidelines for Reflection Papers and Book Reviews**

- Late writing assignments will automatically lose 10% and an additional 10% each 24 hour period it is late. I will not accept written work that is more than four days late.
- All written work will be submitted to Turnitin (this occurs when you submitted it in the assignment drop box).
- All written work (should be saved as a .doc file (Microsoft Word) and include your name in the name of the file. For example, I might name my Book Review: Medley-Rath\_Book Review. In the event that you do not have Microsoft Word, then you need to save your file as an .rtf (rich text file), so that I will be able to open it. This is not the preferred method because formatting can be lost.
- All written work should have no more than three spelling or grammatical errors, adhere to an acceptable writing style (e.g., APA or ASA), and fall within the word count.

#### **4.3 Exams (2 @ 40 points each)**

You will complete a timed Midterm Exam and Final Exam. Each exam contains multiple choice, short answer, and/or essay questions. You will have 60 minutes to complete each exam. Plan accordingly. The exams are open book and open note. Your Midterm Exam will be available under Week 4 and is due by Sunday at midnight. Your Final Exam will be available under Week 8 and is due by Sunday at midnight. Late exams will not be accepted.

#### **4.4 Participation (2 discussion question responses and 4 substantive comments to your classmates x 8 weeks @ 1 point each = 48)**

Each week I will post two discussion questions to which you are to respond. Your response should be between 200-400 words. There are 16 discussion questions altogether. Your response is due by Sunday of each week. Discussion questions are graded as acceptable or unacceptable. Unacceptable responses do not answer the question, were not answered in their designated week, and do not adhere to the word count.

Each week you need to respond substantively to four of your classmate's comments (two posts for each discussion question thread). To be substantive, you

must say more than simply you agree or disagree. You must add something material (or of substance) to the discussion. You can do this by referring back to the readings, by asking pointed follow-up questions, by providing another example, etc. Participation is graded as acceptable or unacceptable. Unacceptable participation is not substantive, late (Participation for Week 2 is on Week 2 content. Participation for Week 4 is on Week 4 content.), or involves discrimination, intimidation, or harassment of myself or fellow students.

## 5.0 Grading Criteria and Conversion

Students will be evaluated using examinations, written papers, discussion questions and participation, and quizzes. All assignments will be graded on a point system associated with the quality/acceptability of the submitted assignment.

### 5.1 Points Available:

Quizzes	48 points
Participation	40 points
Book Review 1	15 points
Book Review 2	15 points
Reflection Paper	10 points
Midterm Exam	40 points
<u>Final Exam</u>	<u>40 points</u>
Total	208 points

### 5.2 Grading Scale

A	208-187.2
B	187.1-166.4
C	166.3-145.6
D	145.5-124.8
F	124.7-0

## 6.0 Course Calendar

The class week begins on Monday and ends on Sunday, except Week 8, which ends on Friday, July 30. All assignments are due by midnight on the day posted. All times are for Central Standard Time.

All readings can be found in *Rethinking the Color Line* except where noted.

### Week 1 June 7-June 13

- **Readings:**
  - How Our Skins Got Their Colors
  - Drawing the Color Line
  - Racial Formations
  - Theoretical Perspectives in Race and Ethnic Relations
  - Racialized Social System Approach to Racism
- Complete **Quiz 1** by Sunday at midnight
- Respond to **Discussion Question 1 and 2** by Sunday at midnight

- **Participation:** Respond substantively to at least four of your classmates by Sunday at midnight.
- You need to complete a 500-750 word **Reflection Paper** on Week 1's readings, (1) your thoughts on race/ethnicity, (2) your personal biography as it relates to the substance of this course, and/or (3) your thoughts/reflections/hopes/concerns for this class and our semester together. Your reflection paper is due by Sunday at midnight and should be turned in the assignment drop-box in Week 1.

#### Week 2 June 14 - 20

- **Readings:**
  - An Overview of Trends in Social and Economic Well-Being by Race
  - The Color of Health in the United States
  - Transformative Assets, the Racial Wealth Gap and the American Dream
  - Defining Race: Comparative Perspectives
  - A Tour of Indian People and Indian Lands
  - Asian American Panethnicity: Contemporary National and Transnational Possibilities
  - Beyond Black and White: Remaking Race in America
- Complete **Quiz 2** by Sunday at midnight
- Respond to **Discussion Question 1 and 2** by Sunday at midnight
- **Participation:** Respond substantively to at least four of your classmates by Sunday at midnight.

#### Week 3 June 21 - 27

- **Readings:**
  - Color Blind Privilege: The Social and Political Functions of Erasing the Color Line in Post-Race America
  - The Ideology of Colorblindness
  - The Possibility of a New Racial Hierarchy in the Twenty-first Century United States
  - Race Prejudice as a Sense of Group Position
  - Discrimination and the American Creed
  - Race and Civil Rights Pre-September 11, 2001: The Targeting of Arab and Muslims
  - The Possessive Investment in Whiteness: Racialized Social Democracy
  - Laissez-Fair Racism, Racial Inequality and the Role of the Social Sciences
  - Book: Wise, *White Like Me*
- Complete **Quiz 3** by Sunday at midnight
- Respond to **Discussion Question 1 and 2** by Sunday at midnight
- **Participation:** Respond substantively to at least four of your classmates by Sunday at midnight.
- **Book Review 1** is due by Sunday at midnight and should be turned in the assignment drop-box in Week 3.

#### Week 4 June 18 – July 4

- **Readings:**
  - Residential Segregation and Neighborhood Conditions in U.S. Metropolitan Area
  - The Code of the Streets
  - Environmental Justice in the 21<sup>st</sup> Century

- Race, Religion, and the Color Line (or is that the Color Wall?)
- Why are There No Supermarkets in my Neighborhood? The Long Search for Fresh Fruit, Produce, and Healthy Food
- No Equal Justice: The Color of Punishment
- Black and Blue: Everyday Racism on the Police Force
- ...and the Poor Get Prison
- The Mark of a Criminal Record
- Complete **Quiz 4** by Sunday at midnight
- Respond to **Discussion Question 1 and 2** by Sunday at midnight
- **Participation:** Respond substantively to at least four of your classmates by Sunday at midnight.
- **Midterm Exam** is due by Sunday at midnight

#### Week 5 July 5 - 11

- **Midterm Exam** is due by March 22 at midnight
- **Readings:**
  - Kristin v. Aisha; Brad v. Rasheed: What's in a Name and How it Effects Getting a Job
  - When the Melting Pot Boils Over: The Irish, Jews, Blacks, and Koreans of New York
  - "There's No Shame in My Game": Status and Stigma Among Harlem's Working Poor
  - Sweatshops in Sunset Park: A Variation of the Late-Twentieth-Century Chinese Garment Shops in New York City
  - Hispanics in the American South and the Transformation of the Poultry Industry
  - Book: Chomsky's "*They Take Our Jobs!*" And 20 Other Myths about Immigration
- Complete **Quiz 5** by Sunday at midnight
- Respond to **Discussion Question 1 and 2** by Sunday at midnight
- **Participation:** Respond substantively to at least four of your classmates by Sunday at midnight.
- **Book Review 2** is due by Sunday at midnight and should be turned in the assignment drop-box in Week 5.

#### Week 6 July 12 - 18

- **Readings:**
  - Broadcast News Portrayal of Minorities: Accuracy in Reporting
  - Television and the Politics of Representation
  - Distorted Reality: Hispanic Characters in TV Entertainment
  - Winnebagos, Cherokees, Apaches, and Dakotas: The Persistence of Stereotyping of American Advertising and Brands
  - Sports in America: The New Racial Stereotypes
- Complete **Quiz 6** by Sunday at midnight
- Respond to **Discussion Question 1 and 2** by Sunday at midnight
- **Participation:** Respond substantively to at least four of your classmates by Sunday at midnight.

Week 7 July 19 - 25

- **Readings:**
  - The Melting Pot and the Color Line
  - Who are the Other African Americans? Contemporary African and Caribbean Immigrants in the US
  - The Arab Immigrant Experiences
  - Ethnic and Racial Identities of Second-Generation Black Immigrants in New York City
  - Guess Who's Been Coming to Dinner? Trends in Interracial Marriage Over the 20<sup>th</sup> Century
  - Captain Kirk Kisses Lieutenant Uhura: Interracial Intimacies—The View from Hollywood
  - Discovering Racial Borders
  - Redrawing the Color-Line?: The Problems and Possibilities of Multiracial Families and Group Making
- Complete **Quiz 7** by Sunday at midnight
- Respond to **Discussion Question 1 and 2** by Sunday at midnight
- **Participation:** Respond substantively to at least four of your classmates by Sunday at midnight.

Week 8 July 26 – July 30

- **Readings:**
  - Policy Steps Towards Closing the Racial Inequality Gap
  - Ten Things You Can Do to Improve Race Relations
- Complete **Quiz 8** by Sunday at midnight
- Respond to **Discussion Question 1 and 2** by **Friday** at midnight
- **Participation:** Respond substantively to at least four of your classmates by **Friday** at midnight.
- **Final Exam** is due by Friday, July 30 at midnight

**7.0 Drop Policy**

If you discover that you need to drop this class, you must go to the Records Office and ask for the necessary paperwork. Professors **cannot** drop students; this is always the responsibility of the student. The record's office will provide a deadline for which the form must be returned, completed and signed. Once you return the signed form to the records office and wait 24 hours, you must go into Duck Trax and confirm that you are no longer enrolled. If you are still enrolled, FOLLOW-UP with the records office immediately. You are to attend class until the procedure is complete to avoid penalty for absence. Should you miss the deadline or fail to follow the procedure, you will receive an F in the course.

**8.0 Academic Honesty**

Texas A&M University Central Texas expects all students to maintain high standards of personal and scholarly conduct. It is the scholarly responsibility of the student to understand what plagiarism means. Students guilty of academic dishonesty are subject to disciplinary action. Academic dishonesty includes, but is not limited to, cheating on an examination or other

academic work, plagiarism, collusion, and the abuse of resource materials. The faculty member is responsible for initiating action for each case of academic dishonesty. It is your responsibility to familiarize yourself with these policies. You should also review the information regarding plagiarism at the OWL at Purdue (<http://owl.english.purdue.edu/owl/resource/589/01/>).

### **9.0 Disability Services**

*Should you have or believe you have a disability, you may wish to self-identify. You can do so by providing documentation to Sarina Swindell, the Assistant to the President for Diversity and External Education Initiatives. Students are encouraged to seek information about accommodations to help assure success in this class. Please contact Sarina Swindell, at [swindell@tarleton.edu](mailto:swindell@tarleton.edu), 254-519-5711 or KLLN Room 114B.*

### **10.0 Library Services**

INFORMATION LITERACY focuses on research skills which prepare individuals to live and work in an information-centered society. Librarians will work with students in the development of critical reasoning, ethical use of information, and the appropriate use of secondary research techniques. Help may include, yet is not limited to: exploration of information resources such as library collections and services, identification of subject databases and scholarly journals, and execution of effective search strategies. Library Resources are outlined and accessed at <http://www.tarleton.edu/centraltexas/departments/library/>

### **11.0 Instructor Policies**

#### **11.1 Technical Support**

Technological issues are not valid reasons for late work. You need to complete your work in a timely manner and not wait until the last minute. You can contact the Blackboard Helpdesk at [support.citde@tarleton.edu](mailto:support.citde@tarleton.edu), by phone (254-968-1960 or toll free 1-866-744-8900), in-person (Tarleton Center Room 131), or remotely at <http://online.tarleton.edu/Dual/DualLoginPage.htm> (Sun-Thurs. until 10 p.m.). Helpdesk hours are Monday - Thursday (8 a.m.-10 p.m.), Fridays (8 a.m.-8 p.m.), and Saturdays and Sundays (2 p.m.-10 p.m.).

#### **11.2 Religious Holidays**

If, after reading the syllabus, you discover that I have assigned a test or assignment due date for a holy day of your faith, please let me know by the end of Week 1.

#### **11.3 Professor reserves the right to amend this syllabus at any time.**