

SOC/ AFAM 2820: RACE AND ETHNICITY IN AMERICA

Maymester 2009 (May 12 – June 3)

MTWRF 11:00 – 1:45

Instructor: Christen L. Bradley, MA

Office: 420 Baldwin Hall

Office Hours: 10:00-11:00 AM every day that class meets, or by appointment

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Course Description:

In this course, we will discuss the history of race/ethnicity in the United States, sociological understandings of race/ethnicity, and the realities of race/ethnicity in current society. The first part of the semester will focus on historical and current understandings of race/ethnicity, and a brief introduction to several key arenas for racial inequality, specifically housing, education, and the workplace. Then, we will explore the causes and consequences of discrimination in society, both overall and particular to certain historically marginalized groups. Finally, we will discuss the future of race in the United States, with a special focus on issues of past and current immigration and immigration policies.

NOTE: Racism, prejudice, and discrimination are sensitive topics. While I encourage you to talk openly about these things, I also expect you to approach these topics in a respectful and intelligent manner.

Purposes and Objectives:

- to learn terms and theories that explain racial/ethnic inequality and diversity
- to better understand the experiences of racial and ethnic groups in the United States
- to explore the causes and consequences of racial/ethnic discrimination
- to better understand the realities, causes, and consequences of immigration

Required Reading:

There are two required texts- both are available at the campus bookstore:

- *Rethinking the Color Line*, 3rd ed., Charles A. Gallagher, ed. (2007)
- *Beyond Smoke and Mirrors*, Douglas Massey, et.al. (2002)

There will also be non-text readings, which will be available on the class eLearning website in .pdf format

Class Website: <http://elc.uga.edu>

Course Grading:

Exams 1 & 2 =	100 pts. each x 2 =	200 pts. total	
Final Exam =	150 pts.		
Immigration Paper=	50 pts.		Total Points Possible: 470
Reading Portfolio =	50 pts.		
Participation =	20 pts.		
Attendance =	can have points added or deducted based on attendance (see below)		

Final Grades:

A ≥ 94	B+ = 87 - 89.9	C+ = 77 - 79.9		
	B = 83 - 86.9	C = 73 - 76.9	D = 60 - 69.9	F = 0 - 59.9
A- = 90 - 93.9	B- = 80 - 82.9	C- = 70 - 72.9		

Exams. There will be three examinations: two during the course and a final exam. The exams will cover readings, lectures, class discussions, and any videos we watch in class. They will consist of multiple choice, short answer, and essay questions. You will receive a study guide two days before the exam. The exam grades will be posted on WebCT approximately two days after the exam date.

Reading Portfolio. You will be assigned to reading circle groups on the second day of class, and will meet regularly with these groups to discuss the assigned readings. For each day that your reading groups meet (beginning on May 13th), you will need to complete the “reading circle prep sheet” that corresponds with your reading circle role for the day. There are five main reading circle roles: discussion leader, passage master, creative connector, devil’s advocate, and reporter. Each group member will complete each role approximately twice over the course of the semester. Before each class period, you will need to make a copy of your reading circle prep sheets for each member of your group. Your reading portfolio will simply be a collection of your groups reading circle prep sheets—most importantly YOUR reading circle prep sheets. Your reading portfolio grade will be determined according to my assessment of the quality of work included. How well have you prepared for each class period? Have you adequately read and understood the reading assignments? How much effort have you put into the questions/arguments that you have posed in your prep sheets? I do not expect you to agree with all of the class material, but I DO expect you to engage the material in an intelligent manner.

On the first day of class, you will be provided with one “free-bee” missed homework assignment pass. When you choose to use this pass, staple/tape it to your reading circle prep sheet for the day and include it in your reading portfolio. If, however, you choose not to use this pass, then one bonus point will be added to your final grade.

Participation. You are expected to participate fully in all class discussions and group work, which requires that you have completed all readings and homework assignments. Your participation grade will be based on two things: (1) my evaluation of your participation in reading groups and the larger class, and (2) your group’s evaluation of your participation in your reading circles. The latter will be based on the group evaluation forms turned in on the same day as your reading portfolios are due.

Furthermore, as part of participation, you are expected to conduct yourself in a mature and appropriate manner. Behaviors which are considered to be inappropriate in this classroom include sleeping, coming in late, packing up your things before class is over, working on coursework for other classes, reading the newspaper, interrupting others, and verbal behavior that is disrespectful to other students or me.

Attendance. Attendance in this class is required and you must be sure that you sign the class roll each class period. You are allowed one absence, **excused or unexcused**, without penalty. You may miss class for any reason that you see fit (illness, athletic event, hangover, mental health day, etc.), and I do **not** need to see documentation of your absences. After one absence, I will subtract two points per additional absence from your final grade. Thus, if you miss two classes and have a 90 in the class, your grade will be dropped to an 88. After four absences, I reserve the right to administratively withdraw you from the class. The good news is that you can earn bonus points. If you attend all 15 classes, I will **add** two points to your final grade.

Arrive to class ON TIME. I feel that coming to class late is disruptive (and disrespectful) to your classmates and me. If you are more than 15 minutes late to class, or come back from break more than 5 minutes late, you will be counted as tardy. Each tardy will count as ½ of an absence... these add up, so be careful!

Daily Schedule:

For the most part, the class periods will follow a consistent format:

11:00 – 12:00	Lecture or Video
12:00 – 12:30	Reading Group Discussions
12:30 – 12:45	BREAK
12:45 – 1:45	Lecture or Video

Make-up information: Make-up exams will be allowed only under circumstances of serious illness or emergency; written proof may be required before a request for a make-up is granted. You must contact me **IN ADVANCE** of the test time or you will receive a score of zero on the exam; I reserve the right to deny you the opportunity to take a make-up exam. I also reserve the right to offer a different exam than that offered during the normal test-taking period.

PLEASE TURN OFF ALL CELL PHONES! Ringing cell phones in class are disruptive to the teaching and learning process. If your cell phone rings in class, you may be asked to leave the classroom for the remainder of the class period.

NO LAPTOPS ALLOWED! You will be provided with every powerpoint and any other in-class resource via the class eLearning website. Therefore, any notes that you need to take will be supplemental and laptop use for note-taking purposes will not be necessary.

Academic honesty. Cheating will not be tolerated in any form. This includes, but is certainly not limited to, looking at other students papers during exams and submitting unoriginal, plagiarized assignments (typically from internet sources). You will need to understand the University policies regarding cheating and its consequences. All academic work must meet the standards contained in *A Culture of Honesty*. Each student is responsible for knowing those standards before performing academic work.

Disability and health-related issues. Students with a disability or health-related issue who need a class accommodation should make an appointment to speak with me as soon as possible.

Human rights statement. All students should know that the department of Sociology has a Human Rights Committee for the resolution of student grievances. Any student registered for a sociology course at the University of Georgia who feels that he or she has not been treated in a fair or professional manner by an instructor is advised to follow these procedures:

- 1) The student should discuss his or her problems with the instructor of the course, unless extenuating circumstances prohibit this.
- 2) If that discussion does not resolve the grievance, the student should then discuss the problem with the Head of the Sociology Department.
- 3) If that discussion does not resolve the grievance to the student's satisfaction, the student may request the activation of the Human Rights Committee by submitting a letter to the Chair of the Human Rights Committee, Department of Sociology, University of Georgia.

The Human Rights Committee will have the responsibility of investigating all charges in accordance with the procedures on file in the Sociology office, copies of which are available to students. The Committee will also have the responsibility of making recommendations in writing to the Head, copies of which will be made available to the student complainant and the instructor involved. The Department Head will review the recommendations and make a decision in writing, with copies to the student complainant and the instructor or staff member involved. Any appeal of that decision must be to the Dean of the College of Arts and Sciences.

Course Schedule* :

Tuesday, May 12—FIRST DAY OF CLASS
<p style="text-align: center;">Introduction and Review of Syllabus</p> <p style="text-align: center;">Lecture: Race and Ethnicity—Basic Terms and Ideas</p>
Wednesday, May 13
<p>Reading Assignment: “American_Polygeny” on eLearning website Readings 1, 2, 9, 13, and 39 in <i>Rethinking the Color Line</i></p> <p>Assignment: Imagine relying only on corporate owned, mainstream sources (television, radio, movies, print) for your understanding of race relations in the U.S. Bring to class some snippet of popular culture (a magazine photo, a commercial, a tv guide, etc.) and be ready to discuss the race message it conveys. Does it perpetuate the myth of colorblindness or does it reinforce stereotypes of a particular race? Write a paragraph about your snippet and include it in your reading portfolio.</p> <p style="text-align: center;">Lecture: History of Race in the United States & Race as “Biology”</p> <p>READING GROUP: I will assign you to a reading group today. Once in your groups, you will discuss the above readings and assignment. You will also choose reading group roles for the rest of the semester.</p> <p style="text-align: center;">VIDEO: Race - The Power of Illusion</p>
Thursday, May 14
<p>Reading Assignment: White_Identity.pdf on eLearning website Racial_Profilinig_Policy.pdf on eLearning website Readings 3, 4, 16, 17 and 19 in <i>Rethinking the Color Line</i></p> <p style="text-align: center;">Lecture: Sociological Approaches to Race and Ethnicity</p> <p style="text-align: center;">---READING GROUP---</p> <p style="text-align: center;">Lecture: Legal Constructions & Prejudice/Discrimination</p>
Friday, May 15
<p>Reading Assignment: Jobless_Poverty.pdf on eLearning website Readings 6, 8, 21, and 23 in <i>Rethinking the Color Line</i></p> <p style="text-align: center;">VIDEO: Race – The Power of an Illusion</p> <p style="text-align: center;">---READING GROUP---</p> <p style="text-align: center;">Lecture: Residential Segregation</p>

* The course syllabus is a general plan for the course; deviations announced to the class by the instructor may be necessary.

Monday, May 18
<p>Reading Assignment: Invisible_Inequality.pdf on eLearning website Black_Masculinity.pdf on eLearning website White_Backlash_Affirmative_Action.pdf on eLearning website Readings 24, 30, 32, and 33 in <i>Rethinking the Color Line</i></p> <p>Lecture: Race and Education</p> <p>---READING GROUP---</p> <p>Lecture: Race in the Workplace</p>
Tuesday, May 19
<p style="text-align: center;">FIRST EXAM All material from 5/12 – 5/18</p>
Wednesday, May 20
<p>Reading Assignment: Last_Taboo.pdf on eLearning website Growing_Up_Poem.pdf on eLearning website White_Privilege.pdf on eLearning website Continuing_Sig_Racism on eLearning website Readings 20, 45 and 47 in <i>Rethinking the Color Line</i></p> <p>Lecture: White Privilege & Intermarriage</p> <p>----READING GROUP----</p> <p>Lecture: The Continuing Significance of Race and Racism</p>
Thursday, May 21
<p>Reading Assignment: Beyond_Crime_and_Punishment.pdf on eLearning website If_You're_Light.pdf on eLearning website Controlling_Images.pdf on eLearning website Readings 26, 27, 28, and 35 in <i>Rethinking the Color Line</i></p> <p>Lecture: Race and the Criminal Justice System</p> <p>----READING GROUP----</p> <p>Lecture: Controlling Images: African Americans</p>
Friday, May 22—MIDPOINT—LAST DAY TO WITHDRAW WITH A GRADE OF “W”
<p>Reading Assignment: State_Institutions_and_Violence.pdf on eLearning website Readings 10 and 38 in <i>Rethinking the Color Line</i></p> <p>Lecture: Controlling Images: Native Americans</p>

---READING GROUP---

VIDEO: In Whose Honor?

Monday, May 25 – MEMORIAL DAY HOLIDAY

NO CLASS

Tuesday, May 26

Reading Assignment: Race_and_College_Admissions.pdf on eLearning website
Collective_Memory.pdf on eLearning website

Lecture: Racial Movements / Racial Cultural Resistance

---READING GROUP---

VIDEO: The Rise and Fall of Jim Crow

Wednesday, May 27

SECOND EXAM

All material from 5/20 – 5/26

Thursday, May 28

Reading Assignment: Ethnic_Options.pdf on eLearning website
Asian_Americans_Model_Minority.pdf on eLearning website
Readings 11, 31, 41, and 43 in *Rethinking the Color Line*

Lecture: History of Immigration in U.S. and White Ethnics

---READING GROUP---

Lecture: Asian American Immigration and Asian American Issues

Friday, May 29

Reading Assignment: Latinos_and_Changing_Face.pdf on eLearning website
Readings 34 and 37 in *Rethinking the Color Line*

VIDEO: My America

---READING GROUPS---

Lecture: Latino Immigration and Latino Issues

Monday, June 1

Reading Assignment: Arab_American_Women.pdf on eLearning website
Readings 18 and 42 in *Rethinking the Color Line*

VIDEO: Farmingville

---READING GROUP---

Lecture: Arab American Immigration and Arab American Issues

Tuesday, June 2

Reading Assignment: Readings 15, 40, and 48 in *Rethinking the Color Line*

Lecture: Future of Race and Ethnicity in the U.S. or “Now What?”

Review Session for Final

TURN IN READING PORTFOLIOS AND IMMIGRATION PAPERS

Wednesday, June 3

FINAL EXAM

All material from 5/28 – 6/2

11:00 – 1:45

Keeping Track of Your Class Average:

In order to keep track of your progress in class throughout the semester, you can use the form below to calculate your average. To do so, add all of the points you have earned at any given time and divide that figure by the total possible points at the same point in time.

Evaluation	Points Earned	Total Possible Points
Test 1	_____	100
Test 2	_____	100
Final Exam	_____	150
Immigration Paper	_____	50
Reading Portfolio	_____	50
Participation	_____	20
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TOTAL:	_____	470