

# SOCI 3310: Race and Culture

## Spring Semester 2009

<b>Instructor:</b>	Daniel Buffington, Temporary Instructor of Sociology
<b>Classroom:</b>	Baldwin Hall, 311
<b>Lecture Sessions:</b>	MWF: 10:10-11:00 AM (period 3)
<b>Instructor's Office:</b>	Baldwin Hall, 417
<b>Instructor's Office Hours:</b>	MWF, 11:10AM-12 PM, 1:30-2:20, or by appointment
<b>Instructor's Contact Information:</b>	email: <a href="mailto:dbuffing@uga.edu">dbuffing@uga.edu</a> office phone number: 542-3252 or 542-2421 (dept office)

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### COURSE DESCRIPTION AND OBJECTIVES

This course will examine the evolution of cultures among racial groups as part of, and in contrast to, Western civilization. Particular attention is given to the ways race and culture intersects to provide styles, practices, and patterns of living for individuals in contemporary society. Although particular attention will be given to the United States, class material will also cover issues pertinent to other areas of the globe.

The goals of this course will be to provide students with a sociological understanding of the link between race and culture that will compliment and challenge their everyday knowledge as well as to develop a greater understanding of sociological theories and concepts. These goals will be achieved through a mixture of lectures, discussions, readings, assignments, written examinations, and group work.

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### COURSE MATERIALS

There is only one required text for this course:

SOCI 3310: Course readings (online and reserve desk, Main Library)

*A series of mostly primary texts that present key ideas, theories, and themes that will be developed during the lecture period. These readings can be obtained via UGA's main library system. They are available online through the library's e-reserve system at: [www.libs.uga.edu](http://www.libs.uga.edu). Click on "course reserves," then "search course reserves" and under the "instructor" field select my name. In order to obtain the articles online, the computer you are using must have Adobe Acrobat Reader (can be downloaded for free at [adobe.com](http://adobe.com)) and you must enter a password: \_\_\_\_\_. In addition, physical copies of all readings are available at the main library's reserve desk. The call number for the reserve file is \_\_\_\_\_.*

*We will supplement these readings with several films viewed in class and other short readings distributed in class*

## COURSE REQUIREMENTS AND GRADES

Final grades will be based on your performance in FIVE areas:

### (1) Exams (3 exams = **160 pts**)

This course will have 3 examinations correlating with each of the units covered. Each exam will consist of a combination of multiple choice questions, identification terms, and short answer essays. Each exam will be worth 50 points a piece.

**MISSED EXAMS:** Make-ups will be given only under circumstances of serious illness or emergency (to be determined by the instructor). *You must contact me in advance of the test time.* Written documentation may be required before a request for a make-up is granted. Exams not made up will receive a zero. I reserve the right to offer a different exam than that offered during the normal test-taking period.

### (2) Reading Quizzes & In Class Assignments (amount to be determined = **30 pts**)

Because the success of the course hinges on you not only reading the appropriate materials, but reading them thoroughly so we can spend class time discussing their implications, we will have several unannounced quizzes on the assigned readings.

The make-up policy for reading quizzes is the same as that for exams. You must contact me ahead of time so that I may determine if the absence is legitimate (documentation may be required). A summary paper of the article/book chapter must be completed to make up missed quizzes (I will send you instructions via email once the absence has been verified). Failure to work out your absence in advance with ample time to complete the assignment will not be a legitimate reason for a late make up paper. Those who arrive late to class will not be allowed to make up the quiz.

### (3) Papers (2 total = **60 pts**)

There will also be several writing projects due over the course of the semester. One will be an annotated bibliography related to the materials covered in the group project. You will also keep a journal throughout the course of the semester critically reflecting on racial identity based upon information learned in class. More specific information on the requirements of these papers will be handed out in class. As with the exams and reading quizzes, no late assignments will be accepted unless worked out in advance with me for approved reasons.

### (4) Group Projects (1 at **50 pts**)

For the Unit 2 (“Race in the contemporary era”), you will select one of several chosen topics and be assigned to a group. This group will be responsible for reading/viewing all of the assigned materials, presenting them to their classmates, and coming up with several other related sources. In addition, you will construct an annotated bibliography that summarizes the main points of these sources. More specific information on the requirements of this group project will be handed out in class.

### (5) Participation

Your participation is expected and required, as seen in the following incentive structure:

Enthusiastic Participation	+2pts
Strong Participation	+1pt
Average Participation	no points
Irregular or substandard participation	-1pts
Negative or uncooperative participation	-2pts

***Your grade will be determined by the amount and quality of participation on the WebCT discussion boards, the in-class discussion of the readings, and group work.*** If you miss a class it is your responsibility to seek out notes and handouts from fellow students or to view films on your own time, through your own arrangements.

<u>Summary of course point totals:</u>		<u>Grading Scale</u>	
3 exams:	160 points	A: 285-300	C+: 231-239.5
Reading Quizzes:	30 points	A-: 270-284.5	C: 219-230.5
2 Papers:	60 points	B+: 261-269.5	C-: 200-218.5
Group Presentation:	50 points	B: 249-260.5	D: 180-199.5
Total points possible	300 points	B-: 240-248.5	F: 179.5 and below

\*\*\*No rounding will take place

## COURSE POLICIES

**Withdrawals:** Students who withdraw from the class before the official withdrawal deadline (Thursday, March 24<sup>th</sup>) will be given a “W” regardless of their grade. These grades do have an impact on financial aid, athletic eligibility, and some scholarships. In addition, recent policy changes by the university mean they now have more severe implications in the long term. Please contact the appropriate advisor if you have questions about the specific impact. Withdrawls after the midpoint are automatically assigned a “WF,” which can only be avoided by contacting the Office of the Vice President of Student Affairs (542-3564) and being granted a “Hardship withdrawal.”

**Disabilities:** Students with disabilities or health-related issues who need classroom accommodations should see me after class, during office hours, or make an appointment. I take these requests very seriously and will make every attempt to accommodate reasonable requests.

**Academic Honesty:** All academic work must meet the standards contained in *A Culture of Honesty*. Students are responsible for informing themselves about those standards before performing any academic work. Ignorance of these rules and regulations is not an acceptable defense of academic dishonesty. You may read the rules and regulations online at: <http://www.uga.edu/ovpi/honesty/acadhon.htm>

**Attendance:** In previous years I have not had a formal attendance policy, but in recent semesters professors across departments, including myself, have noted declining attendance levels. Therefore I will be instituting a formal attendance policy for this course. ***Those who fall above the following threshold will be withdrawn from class with a “WF”:***

- More than 1 absence before Exam 1 [2/11]
- More than 3 absences before Exam 2 [3/30]
- More than 4 absences before the last day of class [4/30]

Those who show up late or leave early will not be given credit for that day. Those who have an emergency or other extenuating circumstances [to be determined by instructor] may be granted immunity. Please contact me as soon as possible, preferably before class.

**Classroom etiquette:** The success of this class depends on having a productive classroom environment. Arriving late, leaving early, talking to friends, reading the newspaper, doing crossword puzzles, eating, and sleeping are all behaviors that distract me and other students. **Cellphones & PDAs** are never allowed at anytime during class. **Laptops** may only be used with prior approval by me. Note that I will ask you to send me your typed notes as proof of legitimate laptop use. *I reserve the right to withdraw students from the class (with a W or WF) who are repetitively disruptive.*

**TENTATIVE COURSE OUTLINE:**

The course outline is a general plan for the course; deviation announced to the class by the instructor may be necessary. The date in **bold** to the left of each reading is the day for which that particular reading has been assigned. If changes to this schedule are necessary, they will be announced in class and updated on the course’s WebCT calendar.

**\*\*\*UNIT 1/Thinking Sociologically about Race and Culture\*\*\*\*\***

**TOPIC 1: DEBUNKING RACE AS BIOLOGICAL FACT**

<b>1/12</b>	<u>Film</u> : Race: The Power of an Illusion [part 1]
<b>1/16</b>	Gould, Stephen J. 1996. “Introduction.” Pp 51-61 in <u>The Mismeasure of man</u> . New York: Norton.

**TOPIC 2: THE HISTORICAL CONSTRUCTION OF RACE**

<b>1/21</b>	Cox, Oliver. 1948. “Race Relations – Its Meaning, Beginning, and Progress.” Pp 321-52 in <u>Caste, Class, &amp; Race: A Study in Social Dynamics</u> . Doubleday. Garden City: NJ.  American Anthropological Association. 1998. “Statement on ‘race’”
<b>1/23</b>	<u>Film</u> : Race: The Power of an Illusion [part 2]
<b>1/26</b>	Omi, Michael and Winant, Howard. 1994. Ch 4 “Racial Formation” in <u>Racial Formation in the United States: From the 1960’s to the 1990’s</u> . 2 <sup>nd</sup> edition. New York: Routledge.
<b>1/30</b>	Roediger, David. 2005. “New Immigrants, Race, and ‘Ethnicity’ in the Long Early Twentieth Century.” Pp. 3-34 in <u>Working Towards Whiteness: How America’s Immigrants Became White; The Strange Journey from Ellis Island to the Suburbs</u> . Basic Books: New York.  Brodin, Karen. 1998. “How did Jews become white folks?” pp 25-52 in <u>How Jews Became White Folks and what that says about race in America</u> . New Brunswick, NJ: Rutgers University Press.
<b>2/2</b>	<b>Group preferences due</b>
<b>2/4</b>	Marx, Anthony. 1998. “Introduction” pp. 1-24 in <u>Making race and nation: A comparison of South Africa, the United States, and Brazil</u> . Cambridge University Press.

**UNIT 1 Exam scheduled for MON, February, 9<sup>th</sup>**

**\*\*\*UNIT 2/Race and culture in the contemporary era\*\*\*\*\***

**TOPIC 3: “TRADITIONAL” RACISM**

<b>2/13</b>	Tolnay, Stuart and Beck, E.M. 1995. “A portrait of the Lynching Era, 1880-1930.” in <u>Festival of Violence: An analysis of Southern Lynchings, 1882-1930</u> . Chicago: University of Illinois Press.
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**TOPIC 4: THE “NEW” RACISM (RACISM AFTER CIVIL RIGHTS)**

<b>2/18</b>	Bonilla-Silva, Eduardo. 2003. “The Strange Enigma of Race in Contemporary America” and “The Central Frames of Color-Blind Racism” Pp. 1-52 in <u>Racism without racists</u>
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2/23	<u>Film</u> : Race: The power of an illusion [part 3]
3/2	<b>Annotated Bibliography Due</b>

**TOPIC 5: RACE, CULTURE, AND INEQUALITY [to be assigned as part of group project]**

<b>3/18-3/25 Group Presentations</b>	(a) Race and representation (b) Race and attitudes (c) Housing segregation (d) Education (e) Work and Employment (f) Crime (g) Everyday Life/Discourse
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**UNIT 2 Exam scheduled for MON, March 30<sup>TH</sup>**

\*\*\*UNIT 3/ Black, white, and beyond \*\*\*\*\*

**TOPIC 6: BLACKNESS**

4/1	<u>Film</u> : Eye of the Storm
4/3	DuBois, WEB. 2003. "Our spiritual strivings" pp. 3-14 in <u>The Souls of Black Folk</u> Modern Library Edition. New York: Modern Library.
4/6	Majors, Richard and Billson, Janet C. 1993. Selections from <u>Cool Pose: Dilemmas of Black Mannhood in America</u> . Lexington Books: New York.

**TOPIC 7: WHITENESS**

4/10	Dyer, Richard. 2000 "The matter of whiteness." Pp. 539-48 in <u>Theories of Race and Racism: A Reader</u> . Edited by L. Back and J. Solomos. London and New York: Routledge.  Lipsitz, George. 1998. "The possessive investment in whiteness." Pp 1-23 in <u>The possessive investment in whiteness: How white people profit from identity politics</u> . Philadelphia: Temple University Press.
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**TOPIC 8: BEYOND BLACK AND WHITE**

4/15	King, Richard C. and Fruehling, Charles. 2001. "Introduction: Imagined Indians, Social Identities, and Activism" Pp. 1-22 in <u>Team spirits: the Native American mascots controversy</u> . Edited by C. R. King and C. Fruehling. University of Nebraska Press. Lincoln.
4/17	<u>Film</u> : In Who's Honor?
4/20	Kim, Claire Jean. 1999. "The Racial Triangulation of Asian Americans" <i>Politics &amp; Society</i> 27(1): 105-38.
4/24	Hondagneu-Sotelo, Pierrete. 2001. "Preface" and "It's Not What You Know..." Pp. ix-xxi, 63-91 in <u>Domestica: Immigrant workers cleaning and caring in the shadow of influence</u> . Berkeley: University of California Press.
4/29	<b>Journal: "Reflecting on Racial Identity" due</b>

**EXAM 3 scheduled for Final Exam Period**

Friday May 8<sup>th</sup>, 8-11AM, rm 311

## **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 Department of Sociology.
- (3) If that discussion does not resolve the grievance to the satisfaction of the student, the student may request the activation of the Human Rights Committee by submitting a letter to the Chairman 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 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 students 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.