

SOCI 217: Sociology of Race and Ethnicity
University of Nebraska – Lincoln
Fall 2016 Course Syllabus

Instructor: Laura Simon, M.A.
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Class time: MWF 10:30-11:20am
Class location: CBA 105
Office Hours: Wednesdays 8:30-
10:00am or Thursdays 11:00-12:30pm

REQUIRED MATERIALS

- Gallagher, Charles A. ed. 2011. *Rethinking the Color Line: Readings in Race and Ethnicity*. Boston: McGraw Hill (5th edition)
- Readings as listed (available on Blackboard or distributed in class)

COURSE DESCRIPTION

Race does not exist in any identifiable physical or biological sense and for years, and still today, we have struggled with racial classifications and defining how many races “exist”. Despite the social construction of race, race is extremely real in the effect it can have on our lives as individuals and as members of society. By studying race and ethnicity, we can delve into the “why” race still matters and explore the intersections between race, social institutions, and other types of inequality in our society. This course will not compare different racial/ethnic group experiences but instead will draw on an intersectional approach to examine how racial/ethnic identities are embedded in our social institutions in ways that may have long lasting impacts on individuals across their life course.

COURSE OBJECTIVES

1. To develop an understanding of how the idea of race has emerged and developed in the United States.
2. To understand how race intersects with other systems of inequality (class, gender) between race and significant social institutions (education, employment, media, family, media, criminal justice system)
3. To develop interpersonal communication skills through in-class group discussions and writing skills through written assignments.

COURSE POLICIES

ATTENDANCE AND INSTRUCTION Attendance in this course is required and students are expected to have completed the assigned readings *prior* to class. Attendance will not always be taken directly but in-class assignments will be given to both assess familiarity with course material and measure class attendance. Additional details regarding the assignments can be found in the “In-class Assignments” section of your syllabus. Course instruction will consist of a mixture of lectures, class discussion, small group work, films, and additional class activities that promote critical thinking and successful completion of the outlined learning objectives.

CLASSROOM CONDUCT Please arrive to class on time and do not leave early. If you are planning to be late or need to leave the class early due to extenuating circumstances, please let me know prior to class. Please turn off all cell phones prior to the beginning of our scheduled class time. Texting or taking phone calls during class is not permitted. Your attention for the full duration of our class sessions is expected *and* appreciated. In return, I will show all students the same respect and will not engage in cell phone use during class or during meeting times outside the classroom. Laptop usage is permitted if related to the course (e.g., note taking). If you choose to use your laptop during class, please be respectful of myself and other students in this course and do not engage in distracting behavior (e.g., Facebook, Twitter, Assignments for other courses, etc.).

Due to the nature of this course and course content, we may discuss topics where individuals have conflicting viewpoints. I encourage all students to participate in class discussions and critically engage with the material learned in this course, however, *respectful* discussion is a requirement in this course in both your in class participation and written assignments. Diverse viewpoints yield dynamic and enlightening discussions but it is important to maintain respect despite different opinions. All faculty, staff, and students are responsible for understanding and complying with harassment policies. For more information please visit <http://www.unl.edu/equity>. In addition, response-based writing assignments will also be used as a platform to voice your opinions and to promote engaged learning of the course material.

ACADEMIC INTEGRITY All work that you turn in should be your own work. When you place your name on an assignment or exam, I interpret this to mean that you have received no unauthorized assistance on an assignment or test. Unauthorized assistance includes but is not limited to: cheating on an exam, turning in assignments/exams as your own work when it is not, and plagiarism (presenting someone else's published ideas as your own, we will discuss proper academic citation in this course). These acts will not be tolerated and will be handled according to university policy. For more information, visit <http://stuafs.unl.edu/ja/code/three.shtml> (Section 4.2)

ACHIEVEMENT-CENTERED EDUCATION (ACE) The University of Nebraska-Lincoln seeks to provide quality education to all of its students. To that end, it has designated certain classes as ACE certified. These classes provide and assess specific learning outcomes. As an ACE class, Sociology 217 - Nationality and Race Relations will facilitate Learning Outcomes #6 (using knowledge, theories, methods, and historical perspectives appropriate to the social sciences to understand and evaluate human behavior) and #9 (exhibit global awareness or knowledge of human diversity through analysis of an issue). This class will:

- Provide opportunities to increase your knowledge of nationality and race relations as well as sociological perspectives on nationality and race relations.
- Examine racial and ethnic inequality in Nebraska, the United States, and around the world.
- Focus on specific racial and ethnic minority groups in the United States and understand present relationships by assessing past patterns of minority group and dominant group relations.
- Facilitate these goals through lecture, readings, class discussion, in-class activities, and written assignments examining inequality in the United States.

ACE learning outcomes in this class will be assessed by:

- Final exam, written assignments, and participation in class discussions

STUDENTS WITH DISABILITIES Students with disabilities are encouraged to contact the instructor for a confidential discussion of their individual needs for academic accommodation. It is the policy of the University of Nebraska-Lincoln to provide flexible and individualized accommodation to students with documented disabilities that may affect their ability to fully participate in course activities or to meet course requirements. To receive accommodation services, students must be registered with the Services for Students with Disabilities (SSD) office, 132 Canfield Administration, 472-3787.

COURSE REQUIREMENTS

IN-CLASS ASSIGNMENTS AND DISCUSSION GROUP ASSIGNMENTS (100 points) - In-class and discussion group assignments will be used to account for class attendance, to evaluate understanding of the readings, and to promote engagement and learning of the topics discussed in this course. In-class assignments may consist of writing prompts, small group projects, attendance rosters, etc.

READING QUIZZES (100 points) – Reading quizzes will consist of short answer and/or multiple-choice and true/false questions. Each quiz will be worth 10 points. Quizzes will be unannounced and take place throughout the semester.

TOPIC PAPER (50 points) – During the course of this semester you will complete a topic paper. This paper is designed to encourage critical thinking and to practice your research and analytic skills. Specific details and instructions for this assignment will be distributed in class and available on Blackboard. Refer to course schedule for the assigned deadline.

NEWS/CURRENT EVENTS SUMMARIES (100 points) – Students are required to complete *five* current event assignments that are worth 20 points each. The assignment requires that students select and analyze news media coverage relevant to the topics discussed in this course. Submissions must include articles dated within a week of submission and only one submission may be made per week (e.g., students cannot complete all five summaries in one week). Additional details regarding this assignment will be discussed in class and available on Blackboard.

FINAL EXAM (100 points) – There will be a final “take-home” exam in this course. The exam will be in short answer and essay format and due during the scheduled final exam time. Additional details regarding the exam process will be discussed in class prior to the exam.

Absence Policy - If you miss class due to an *excused* absence, in-class points may be made up per the discretion of the instructor. It is your responsibility to contact me *prior* to your absence and let me know you will not be in attendance. If you do not follow this process, you will no longer be allowed to make up the missed points.

Late Assignment Policy – Late assignment submissions will result in grade deductions in 10% increments for each day the assignment is late. Late submissions for the final exam will not be permitted.

GRADE OVERVIEW

Items	Points
In-class and Small Group Assignments	100 (10 points each)
Reading Quizzes	100 (10 points each)
Topic Papers	50
News Summaries	100 (5 required, 20 points each)
Final Exam	100
TOTAL	450

GRADING SYSTEM / SCALE

Grades will be based on a percentage of points earned. I will not scale grades at the end of the session.

A+	98 – 100%	B+	87 – 89%	C+	77 – 79%	D+	67 – 69%
A	93 – 97%	B	83 – 86%	C	73 – 76%	D	60 – 66%
A-	90 – 92%	B-	80 – 82%	C-	70 – 72%	F	59% and below

COURSE SCHEDULE

*Please note I reserve the right to change the course schedule to meet the demands of the course
 (T) – Indicates textbook readings, (BB) – reading available on Blackboard
 Suggested readings: These readings are optional and will not be included on the reading quizzes.

TOPIC	DATE	READINGS, ASSIGNMENTS
Week 1 <i>Introduction</i> <i>Historical Perspectives of Race and Ethnicity</i>	August 22 nd	Syllabus, Course Introduction (online – no in class)
	August 24 th	Rosenblum & Travis, “Framework Essay” (BB)
	August 26 th	Zinn, “Drawing the Color Line” p. 9 (T) Omi & Winant, “Racial Formations” p. 17(T) <i>Suggested reading:</i> Snipp, “Defining Race and Ethnicity” p. 22 (T)
Week 2 <i>Social Construction of Race</i>	August 29 th	Davis, “Defining Race” p. 53 (T) Video: Race the Power of an Illusion
	August 31 st	Video: Race the Power of an Illusion (cont.)
	September 2 nd	TBD
Week 3 <i>Immigration</i>	September 5 th	Labor Day – No Class
	September 7 th	Fennelly, U.S. Immigration: Historical Perspective (BB) Suleiman, “The Arab Immigrant Experience”, p.337 (T)
	September 9 th	Discussion Groups
Week 4 <i>Prejudice, Discrimination, and Racism</i>	September 12 th	Blumer, “Race Prejudice” p. 117 (T) <i>Suggested reading:</i> Tatum, “Defining Racism” (BB)
	September 14 th	Bobo, “Laissez-Faire Racism” p.148 (T) McIntosh, “Unpacking the Invisible Knapsack” (BB)
	September 16 th	Sterba, “Race and Gender Discrimination” p. 122 (T) Discussion Groups
Week 5 <i>How Space Gets Raced</i>	September 19 th	Massey, “Residential Segregation” p. 158 (T) Zenk “Supermarkets” p. 204 (T)

	September 21 st	Video: Place Matters (Unnatural Causes)
	September 23 rd	Discussion Groups
Week 6 <i>How Space Gets Raced (cont.)</i>	September 26 th	Wilkins “A Tour of Indian People...” p. 63 (T)
	September 28 th	Bullard “Environmental Justice” p. 184 (T)
	September 30 th	Video: TBD Discussion Groups
Week 7 <i>Social Class</i>	October 3 rd	Shapiro, “Transformative Assets” p. 49 (T) <i>Suggested Reading:</i> Campbell & Kaufman, “Beyond Black & White” (BB)
	October 5 th	Anderson, “Code of the Streets” p. 176 (T) Coates, “Beyond the Code of the Street”, (BB)
	October 7 th	Discussion Groups Housing Activity Due
Week 8 <i>Work and Occupation</i>	October 10 th	Bertrand & Mullainathan, “Labor Market Discrimination” (BB) Pager, “Mark of a Criminal Record”, p.230 (T)
	October 12 th	Bao, “Sweatshops in Sunset Park”, p. 261 (T) Kandel & Parrado, “Hispanics in American South and Transformation...”, p. 275 (T)
	October 14 th	Discussion Groups
Week 9 <i>Media</i>	October 17 th	FALL BREAK
	October 19 th	Dirks & Mueller, “Racism and Pop Culture”, p. 285 (T) Harris & Carbado, “Loot or Find: Fact or Frame?”, (BB) <i>Suggested Reading:</i> Lapchick, “Sport in America”, p. 311 (T)
	October 21 st	Merskin, “Winnebagos, Cherokees,...”, p. 304 (T) Discussion Groups

Week 10 <i>Health</i>	October 24 th	Williams & Sternthal, “Racial-Ethnic Disparities in Health”, p. 39 (T)
	October 26 th	Grollman, “Perceived Discrimination” (BB) Video: Unnatural Causes pt. 1
	October 28 th	Video: Unnatural Causes pt. 2
Week 11 <i>Social Relationships</i>	October 31 st	Fryer, “Trends in Interracial Marriage”, p.361 (T) Dalmage, “Discovering Racial Borders”, p. 374
	November 2 nd	Emerson, “Race, Religion...”, p.195 (T)
	November 4 th	Discussion Groups
Week 12 <i>Family & Education</i>	November 7 th	Lareau, “Invisible Inequalities” (BB) DaCosta, “Multiracial Families”, p. 383 (T)
	November 9 th	Wu, “The Model Minority:... ” (BB) Frankenberg & Lee “Race in American Schools” (BB)
	November 11 th	Discussion Groups
Week 13 <i>Criminal Justice</i>	November 14 th	Cole, “The Color of Punishment”, p. 211 (T) Bobo & Thompson, “Racialized Mass Incarceration”, p.225 (T)
	November 16 th	Alexander, “The New Jim Crow”, p.217 (T)
	November 18 th	Discussion Groups
Week 14	November 21 st	TBD
	November 23 rd	Thanksgiving Break – No Class
	November 25 th	Thanksgiving Break – No Class

Week 15 Class Choice	November 28 th	TBD
	November 30 th	TBD
	December 2 nd	Video: TBD
Week 16 Where do we go from here?	December 5 th	Social Justice Reading (TBD)
	December 7 th	Lui et al., "Policy Steps..." p.393 (T) Gallagher, "Ten Things You Can Do..." p.400 (T)
	December 9 th	Final Class Discussion

Finals Week: December 12th through December 16th
Final Exam: Friday, December 16th 10:00am

*Additional details and instructions posted on Blackboard