

Race/Ethnic Inequality

Sociology 3355

Fall 2017

3 Credits

Tues and Thur 9:30 – 10:50am, CHSS 206

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Catalogue Description

This course examines ethnic stratification, i.e., placement in the class, status and power stratification systems on the basis of birth ascribed and socially defined race/ethnicity, and of the ideologies which serve to rationalize these inequalities. The course includes the study of institutional discrimination and ethnic stratification in major social institutions such as education, health care, religion and work. Broadly defined, ethnic stratification includes inequality based on other birth ascribed statuses, such as age and gender. Credit 3. Prerequisite: SOCI 1301 or SOCI 2319.

Course Description

There are still racial disparities in all of the major institutions of society, including education, healthcare, politics, the criminal justice system, and media. This course is designed to help students critically assess racial and ethnic “problems” by introducing them to the ways that sociologists address racial and ethnic inequality. Students will also gain further understanding of how racial and ethnic inequality is experienced in other cultures.

Objectives, Goals, and Learning Outcomes

Upon completion of this course, the student will be able to:

1. Understand and recognize basic concepts and theories that address racial and ethnic inequality.
2. Gain a further understanding of how racial domination and inequality operate in the United States and some other regions of the world.
3. Demonstrate, practice, interact, and learn from a multicultural perspective. See *Suggested Multicultural Guidelines for Interaction and Learning* located at the end of the syllabus.

Required Readings

Course readings will come from journal articles and book chapters located on Blackboard. I will rarely summarize the readings in class. Rather, you will be able to learn different sociological ideas about race and ethnicity from both the class readings and our time together in the classroom. A lot of the class will operate in a seminar-fashion where students will come to class ready to discuss and ask critical questions about passages of the reading. I expect full preparation (by reading the assigned material before class each day) and participation.

Course Requirements and Grading Policy

These are the following requirements for the course: 2 exams, a “Race in Film” project, a short reflection paper, leading 1 class discussion, daily attendance, and keeping up with the readings. The dates of these various assignments are listed below. The content of each will be more fully elaborated upon later in the syllabus and in class. **I do not negotiate final grades.**

Assignment Dates and Grade Distribution

Reflection Paper	Sep. 19	25 points
Exam 1	Oct. 5	50 points
Race in Film	Nov. 2	50 points
Exam 2	Nov. 30	50 points
Class Discussion	Varies	25 points
		+
<u>TOTAL</u>		<u>200 points</u>

*There will also be additional extra credits point possible for unannounced quizzes on daily readings (see below)

Grading Scale (in points)

A = 179 points or higher;

B = 159-178;

C = 139-158;

D = 119-138;

F = 0-118

THERE IS NO ROUNDING ON ASSIGNMENTS, EXAMS, QUIZZES, OR FINAL GRADES

Exams and Make-Up Policy

There will be two exams. Each of these exams will consist of answering multiple choice questions, true/false questions, matching questions, and writing short answers. **Students must bring a scantron sheet and pencil to class for each of the 3 exams.** Each exam will include material covered in the required readings as well as classroom lectures and discussions. Exam 1 is September 21st. Exam 2 is October 26th. Each exam will primarily focus on material covered since the previous exam. I will note exceptions in advance. In other words, there is no entirely comprehensive exam. If you are unable to take any exam on the assigned date for whatever reason it can be made up on December 5th during our finals schedule time (1pm-3pm).

Race in Film

The Race in Film project includes a paper and an in-class oral presentation. The paper will require you to synthesize and evaluate material covered in class discussions and required course readings. The Paper must be typed in Times New Roman, double spaced, 12 point font with 1 inch margins. Also be sure to include proper citations of any material (plagiarism.org is a good reference site for learning about proper citation). The Race in Film paper should be printed and stapled and turned into me at the beginning of class on November 2nd. Late papers will not be accepted.

The assignment deals with racial issues in film. You will choose one film from a list to analyze critically by synthesizing sociological concepts from class lectures and readings. Maximum 2,000 words. However, anything much less than that will not adequately complete the assignment. Additional information will be provided in class.

Reflection Paper

There is one short reflection paper you will write for this course. This paper will demonstrate your understanding of how intersectionality shapes access to social institutions. Details will be explained in class.

Lead a Class Discussion

There are several readings this semester from articles and book chapters that make critical claims regarding racial and ethnic issues. Rather than summarize these readings, we will have 6 seminar-style class sessions where we will all discuss the overall message of these readings as well as several passages. Dates for such “Student Led Discussions” are noted in the tentative course outline. Each student will pair with another student to lead the class discussion. On the day of a student led discussion, the two students assigned will guide our discussion for the entirety of the session. For the date that you select to lead class discussion, you are to lead the session on all of the chapters corresponding to that date’s reading assignment. You and your classmate leading the discussion are also required to prepare 10-15 discussion questions total for the day you lead class discussion and email your questions to everyone in the course by noon on the day prior to class. More details on how to lead these discussions will be explained in class.

Attendance Policy, Participation, Readings, Extra-credit Quizzes

Since much of our course will depend on classroom discussions, attendance is mandatory. You are also required to read what has been assigned *before* each class. Attendance is taken every day by signing your name on the class roster. It is the student’s responsibility to sign their name on the least each day. Students who are absent 5 classes or more will receive a grade penalty. If you are not present in class you are counted as absent; there is no distinction between “excused” and “unexcused” absences. Please speak with me at the beginning of the semester of any excusable Holy Days that might conflict with the “5 classes or more” policy.

If you leave class early you will be counted as absent for that day. Signing a name other than your own constitutes a violation of the Academic Dishonesty policy of Sam Houston State University. Students who are absent 5 days or more will receive a 10 point reduction in their final grade per absence (for example, a student who misses 5 days will receive a 10 point reduction in their final grade; 6 days will receive a 20 point reduction; 7 days will receive a 30 point reduction; etc.)

To encourage preparedness, there will be 4-6 unannounced quizzes given throughout the semester. These unannounced quizzes may take place at any time during a class period. Again, the quizzes are *not* announced in advance. Each quiz consists of 1 question and is based on the assigned reading for that day or in-class activities. The quizzes are graded as pass/fail. Each **passed** quiz will count as 1 extra point (i.e., not counted in the 200 points for the course) that will be applied to your total points before calculating your final grade. If you do the assigned readings and meet the course requirement of attending class daily then you will be prepared to earn all of these 4-6 extra points. None of the quizzes can be “made up” if you are absent when the quiz is given in class. Attendance, quizzes and participation are your in-class responsibility.

TENTATIVE COURSE OUTLINE

***REGC:** *Race, Ethnicity, Gender, and Class* (Healey and O'Brien 2015)

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

CLASS DATE

READING/ASSIGNMENT SCHEDULE

Week One-----

TOPIC: INTRODUCTION AND OVERVIEW

AUGUST 24 Syllabus and Introduction to Course.

Week Two-----

TOPICS: KEY CONCEPTS FOR RACE AND ETHNICITY

AUGUST 29 **Reading:** Morning 2005.

AUGUST 31 **Readings:** Aguirre and Turner 2001 (pp. 4-19). *Racial Inequality in Social Class*. Film clip: "People Like Us."

Week Three-----

TOPICS: KEY CONCEPTS CONTINUED; THEORETICAL TOOLS: RACIAL DOMINATION, UNIFIED THEORY OF ETHNIC RELATIONS

SEPTEMBER 5 **Reading:** Aguirre and Turner 2001 (pp. 30-41). *Race in Film project explained and example from "Invictus."*

SEPTEMBER 7 **Reading:** Desmond and Emirbayer 2009. *Racial Inequality in Education System*.

Week Four-----

TOPIC: THEORETICAL TOOLS CONTINUED: RACIAL FORMATION, COLORBLIND RACISM, RACIALIZED SOCIAL SYSTEM

SEPTEMBER 12 **Reading:** Omi and Winant 2009.

SEPTEMBER 14 **Reading:** Bonilla-Silva 2010 (Ch. 1 and 6).

Week Five-----

TOPIC: THEORETICAL TOOLS CONTINUED: DOUBLE CONSCIOUSNESS

SEPTEMBER 19 **No Reading Assigned for Today. Film:TBD**

REFLECTION PAPER Due at beginning of class on September 19th.

SEPTEMBER 21 **Reading:** Du Bois 1903.

Week Six-----

TOPIC: REPARATIONS; BLACK RADICAL IMAGINATION

SEPTEMBER 26 **Reading:** Kelley 2002 (Intro, Ch. 1 and 4). ***STUDENT LED DISCUSSION***

SEPTEMBER 28 **Reading:** Coates 2014. ***STUDENT LED DISCUSSION***

Week Seven-----

TOPIC: REVIEW AND EXAM

OCTOBER 3 **No Reading Assigned for Today. Catch Up, Unit Discussion, and Exam**
 I Review.
OCTOBER 5 **EXAM 1**

Week Eight-----

TOPIC: THE NEW JIM CROW

OCTOBER 10 **No Reading Assigned for Today. Film: "13th."**
OCTOBER 12 **Readings: Bolton and Feagin 2009 AND Pager 2009. *Racial Inequality in***
 Criminal Justice System.

Week Nine-----

TOPIC: AESTHETICS

OCTOBER 17 **No Reading Assigned for Today. Race in Film paper workshop.**
OCTOBER 19 **Reading: Bell 1994 (Preface, Intro, and Ch. 1). *STUDENT LED***
 DISCUSSION

Week Ten-----

TOPIC: AESTHETICS CONTINUED; BLACK FEMINIST THOUGHT

OCTOBER 24 **Reading: Bell 1994 (Ch. 4 and 9). *STUDENT LED DISCUSSION***
OCTOBER 26 **Reading: Collins 2002 (Ch. 1 and 4). *STUDENT LED DISCUSSION.***
 Racial Inequality in Popular Culture.

Week Eleven-----

TOPICS: RACE IN FILM; "OFF THE REZ"

OCTOBER 31 **Race in Film presentations.**
NOVEMBER 2 **No Reading Assigned for Today. Film: "Off the Rez."**
 RACE IN FILM paper due at beginning of class on November 2nd.

Week Twelve-----

TOPIC: ENVIRONMENTAL RACISM; HOUSING; INDIGENOUS PEOPLES

NOVEMBER 7 **Reading: Wilkins 2009. *Racial Inequality in Housing.***
NOVEMBER 9 **Reading: Barreiro 2005. "Authenticity."**

Week Thirteen-----

TOPIC: INDIGENOUS PEOPLES CONTINUED; AUTHENTICITY; RACIAL STATE

NOVEMBER 14 **Reading: King 2005 (Ch. 2 and 3). *STUDENT LED DISCUSSION***
NOVEMBER 16 **Reading: Goldberg 2002. Film: "Reel Injun."**

Week Fourteen-----

TOPICS: CROSS-BORDER NATIONS

NOVEMBER 21 **Reading:** Gardner and Richards 2017.

NOVEMBER 22 ***NO CLASS- THANKSGIVING BREAK***

Week Fifteen-----

TOPIC: REVIEW AND EXAM

NOVEMBER 28 **No Reading Assigned for Today. Catch Up, Unit Discussion, and Exam
2 Review.**

NOVEMBER 30 **EXAM 2**

Week Sixteen-----

DECEMBER 7 Open Exam Slot (9:30am-11:30am)

In-Class Ground Rules

Cell Phones: NOT allowed during class (phones should be turned off and put away).

Laptops and Tablets: ALLOWED in class for note-taking. However, students using laptops or tablets must sit in the back of the classroom so as to not disturb their peers that do not wish to be seated near such devices. Also, if usage becomes a distraction for other students or if students misuse this privilege by browsing online or doing things outside of the scope of this course they will be asked to put their laptops or tablets away.

Group Discussion Rules: Some of the issues discussed in this class are sensitive subjects. We will also respect everyone's right to ask questions. The classroom should be seen as a "safe place" to discuss contentious issues. *Hate speech (e.g., white supremacy) will not be tolerated in the classroom.* If I observe student(s) promoting racist expressions in this course I will ask the student(s) to stop and give them a warning; if they persist, I will politely ask them to leave and meet with me in my office.

I ask that you carefully think through your thought or question before you say it out loud to assess whether you think it will be outright offensive to anyone. I also will not tolerate personal or group-based attacks. To facilitate open discussion, I will ask students to submit any questions they do not want to ask in front of the class in writing after class or by email to the instructor. I will try my best to get to all of them. Keep in mind that there will be questions I do not know the answers to. However, I will do my best to get answers for us when possible.

Class Behavior

Please arrive to class on time and prepared to be a full participant. You should have the readings completed before coming to class. This also means that reading the newspaper, browsing the internet, and text messaging and engaging in other non-course related activities during class are unsuitable activities. If you engage in any of these activities during class I will ask you to stop. If it continues, I will ask you to leave.

ADDITIONAL POLICIES

Academic Dishonesty: All students are expected to engage in all academic pursuits in a manner that is above reproach. Students are expected to maintain complete honesty and integrity in the academic experiences both in and out of the classroom. Any student found guilty of dishonesty in any phase of academic work will be subject to disciplinary action. The University and its official representatives may initiate disciplinary proceedings against a student accused of any form of academic dishonesty including, but not limited to, cheating on an examination or other academic work which is to be submitted, plagiarism, collusion and the abuse of resource materials. Academic dishonesty will not be tolerated. Students who are academically dishonest will receive an F for that assignment with more severe sanctions as appropriate.

<http://www.shsu.edu/dotAsset/728eec25-f780-4dcf-932c-03d68cade002.pdf>.

Students with Disabilities Policy: It is the policy of Sam Houston State University that individuals otherwise qualified shall not be excluded, solely by reason of their disability, from participation in any academic program of the university. Further, they shall not be denied the benefits of these programs nor shall they be subjected to discrimination. Students with disabilities that might affect their academic performance *should register with the Office of*

Services for Students with Disabilities located in the Lee Drain Annex (telephone 936-294-3512, TDD 936-294-3786, and e-mail disability@shsu.edu). They should then make arrangements with their individual instructors so that appropriate strategies can be considered and helpful procedures can be developed to ensure that participation and achievement opportunities are not impaired.

SHSU adheres to all applicable federal, state, and local laws, regulations, and guidelines with respect to providing reasonable accommodations for students with disabilities. If you have a disability that may affect adversely your work in this class, then I encourage you to register with the SHSU Services for Students with Disabilities and to talk with me about how I can best help you. All disclosures of disabilities will be kept strictly confidential. NOTE: No accommodation can be made until you register with the Services for Students with Disabilities. For a complete listing of the university policy, see:

<http://www.shsu.edu/dotAsset/7ff819c3-39f3-491d-b688-db5a330ced92.pdf>

Student Absences on Religious Holy Days Policy: Section 51.911(b) of the Texas Education Code requires that an institution of higher education excuse a student from attending classes or other required activities, including examinations, for the observance of a religious holy day, including travel for that purpose. Section 51.911 (a) (2) defines a religious holy day as: “a holy day observed by a religion whose places of worship are exempt from property taxation under Section 11.20....” A student whose absence is excused under this subsection may not be penalized for that absence and shall be allowed to take an examination or complete an assignment from which the student is excused within a reasonable time after the absence.

University policy 861001 provides the procedures to be followed by the student and instructor. A student desiring to absent himself/herself from a scheduled class in order to observe (a) religious holy day(s) shall present to each instructor involved a written statement concerning the religious holy day(s). The instructor will complete a form notifying the student of a reasonable timeframe in which the missed assignments and/or examinations are to be completed. For a complete listing of the university policy, see:

<http://www.shsu.edu/dept/academic-affairs/documents/aps/students/861001.pdf>

University Code of Conduct: Students are expected to assist in maintaining a classroom environment that is conducive to learning. Students shall arrive to class on time and be respectful to their other students. If a student needs to arrive to class late or leave class early the student will make the professor aware of these needs prior to class time. All cell phones and beepers must be turned off and stowed away while in the classroom. If a cell phone is out during an exam, the student will receive an F for that exam. Students who disrupt the class will be contacted by the professor to adjust their behaviors. In extreme cases students who cannot comply with these requirements can be removed and resigned from the class.

<https://netreg.shsu.edu/mirror/codeofconduct.html>.

Visitors in the Classroom: Only registered students may attend class. Exceptions can be made on a case-by-case basis by the professor. In all cases, visitors must not present a disruption to the class by their attendance. Students wishing to audit a class must apply to do so through the Registrar's Office.

Ground Rules for Discussing Difficult Issues by Lynn Weber Cannon,
Memphis State University, 1985

1. Acknowledge that racism, classism, sexism, heterosexism, and other institutionalized forms of oppression exist.
2. Acknowledge that one mechanism of institutionalized racism, classism, sexism, heterosexism, and the like is that we are all systematically taught misinformation about our own group and especially members of devalued/subordinate groups (this is true for both dominant and subordinate group members).
3. Agree not to blame others or ourselves for such misinformation, but accept responsibility for not repeating such misinformation after we have learned otherwise.
4. Agree not to blame victims for their oppression.
5. Assume that people do the best they can.
6. Actively pursue information about our own group and others.
7. Share information about our groups with other members of the class and will **NEVER** demean, devalue, or in any way “put down” people for their experiences.
8. Agree to combat the myths and stereotypes about our own groups and other groups so that we can break down the walls that prohibit group cooperation and success.
9. Create a safe atmosphere for open discussion.