Course Description and Student Learning Objectives

- This course provides a socio-historical, theoretical, and empirical analysis of race and ethnicity, with primary emphasis on U.S. relations and trends. We will examine cultural, political, and economic relationships on the basis of race/ethnicity; explore issues of prejudice, discrimination, and racism; and survey strategies for individual/collective actions that promote equality and social justice for all races/ethnicities. This course is designated “Q” which means it is an experiential learning course. We will work collaboratively on a research project in this course.

Learning Goals and Student Learning Outcomes

**Goal 1:** To develop a critical sociological perspective of race and ethnicity that provides a framework for understanding the connections between the socio-historical experience of people of color in the United States and the contemporary issues now facing those groups.

SLO 1.1. Students will be able to explain the historical and social construction of race in the United States.

SLO 1.2. Students will be able to describe and explain various sociological orientations and theories of race and ethnicity.

**Goal 2:** To develop an understanding of the dynamics of racial domination in the United States, the reality and implications of that domination for racial and ethnic minorities, and the history of resistance to racial domination.

SLO 2.1. Students will be able to differentiate the various dimensions of power and apply them to the study of race and ethnicity.

SLO 2.2. Students will be able to define, describe, and illustrate prejudice, stereotypes, discrimination, and racism.

SLO 2.3. Students will be able to describe the relationship between race/ethnicity and indicators of well-being (i.e., income and health, health, environment) in the United States.

SLO 2.4. Students will be able to discuss the relationships between social institutions (e.g., educational, political, judicial) and race/ethnicity.

SLO 2.5. Students will be able to trace the U.S. Civil Rights Movements and summarize contemporary Civil Rights issues on the forefront of the movement today.

**Goal 3:** To participate in an Experiential Learning (EL) activity that complements and builds on the knowledge and skills relevant to your academic program and/or career goals.

SLO 3.1. Students will demonstrate the knowledge and skills obtained through participation in experiential learning activities that are relevant or pertinent to their academic programs and/or career goals.

SLO 3.2. Students will collaborate with team members to collect statewide data and assess relationships between race/ethnicity, social institutions, and indicators of well-being.

SLO 3.3. Students will develop critical thinking and analytical skills and hone research, writing and oral presentation skills.

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1 Dr. Perkins reserves the right to make changes to this syllabus. Any changes will be discussed in class and posted in Blackboard announcements.
Goal 4: Students critically reflect on the relationship between experiential learning, their academic experience and the world in which they live.

SLO 4.1. Students will demonstrate a high level of comprehension and skill in connecting theory with practice which is correlated to their level of participation in experiential learning activities.

SLO 4.2. Students will show increased awareness and sensitivity to racial and ethnic issues and relationships in their own communities.

Course Format, Structure, and Philosophy
This course will be grounded in principles of participatory and collaborative learning (see Paulo Freire, Myles Horton, Henry Giroux, John Gaventa). Adopting a pedagogical philosophy of education, we are all teachers and learners, and in this class you will be encouraged to participate actively in your own learning. To facilitate your journey of active learning, we will engage in a variety of popular education strategies such as group/team discussions, class exercises and simulations, art, films, etc. Your active participation in the learning process is essential to enhancing your understanding and retention of the topics and issues that we will explore together this semester.

Course Expectations & Policies

Readings: Readings are essential to class discussion, activities, and course assignments, so it is imperative for you to keep up with the reading assignments. You should complete required readings BEFORE class so you can be an active participant in the classroom experience and learning process.

Class Attendance and Participation: Class participation is an integral component of this course and because you cannot participate if you are not here, it is critically important that you come to class. You will receive a grade for your attendance in this class (see below). Excused absences (i.e., illness, university representation, death in the family, religious holidays) are NOT factored into your attendance grade, but you must provide me with documentation to verify your absence:

In the spirit of participatory learning, I expect you to commit to your own learning and that of your fellow students by coming to class with all assigned reading completed and prepared to fully engage in each class. Please arrive on time and leave when class is concluded.

Assigned Due Dates and Late Assignment Policies: Scheduled readings and assignments are due on the dates assigned. Late assignments will not be accepted, period. Quizzes cannot be made up and late papers will not be accepted without plausible and verifiable excuse (i.e., death in family, illness supported by Dr.’s statement, excused university absence).

Paper Format and Style: Each assignment must be prepared in accordance with the basic rules of scholastic writing, including, but not limited to, footnotes/endnotes, bibliography, etc. Assignments and papers must be typed, double-spaced, in 11 font, with one-inch margins. The first page of the written assignment must contain the title of the assignment, your name, course name and number, and the date in the upper right hand corner. All papers must be submitted in hard copy ONLY; no electronic submissions will be accepted.

Conduct/Ethics: This class is a free space for us to share our own experiences, opinions, and knowledge with one another; experiential knowledge is valuable and can greatly contribute to our discussion and learning. Topics in this course, however, are often controversial, sensitive and personal, and there will be differences in opinions and experiences among us. We will embrace these differences and agree to disagree. Our dialogue and discussions will be conducted in a professional and courteous manner, without contempt or condemnation; we will respect one another and recognize the rights of one another to speak freely in this class. Laptops may ONLY be used for note taking. No texting or cell phones/ipods during class.

Academic Honesty/Integrity: Violations of the Student Code of Conduct will be dealt with in strict accordance to Coastal Carolina University guidelines. You are responsible for familiarizing yourself with this policy which is located in the CCU Student Handbook under the Code of Student Conduct Section. Plagiarism and cheating will result in an “F” for the course and notification to proper university officials.

Students with Special Needs/Disabilities: If you have a documented need or disability, I am happy to accommodate your needs. Any student who requires further assistance due to a disability- physical, learning or mental – can contact Counseling Services at 349-2305.

Communication: Blackboard will be a formal means of communication in this class, and you are responsible for checking Blackboard weekly for class announcements and other information. I encourage you to communicate with me (face-to-face, phone, or email) if you have questions, concerns, etc. about the course materials/contents or personal concerns regarding your participation and performance in the class. My telephone, email, and office hours are provided on this syllabus and are posted on my door. I am also available by appointment.
Course Requirements and Grading

Mid-term Exam (15%): There will be a midterm exam on key theoretical, historical, and empirical concepts/ideas from the readings. Exams may consist of multiple choice, short answer, matching, and/or essay questions.

EL Project (50%): Students will work in small teams in class on a weekly basis and out-of-class on an experiential learning project to collect and analyze data on racial and ethnic disparities in South Carolina. Basically, students will work with team members to collect and analyze statewide data. Teams will then work collaboratively to write up and present research findings, their implications, and how they connect to the theoretical and empirical literature that you have been reading (Much more coming real soon…stay tuned in class and on Bb).

Final Exam (15%): The final exam is reflective. Each student will provide a written analysis of 1) how the EL project connects with educational experiences and/or career goals, and 2) changes in personal attitudes, knowledge, and/or behavior as a result of course learning and activities.

Class Attendance (10%): Students will receive a grade for your attendance in this class (see below). Excused absences (i.e., illness, university representation, death in the family, religious holidays) are NOT factored into your attendance grade, but written verification must be provided as documentation for an excused absence:

- 0 absences (A+)
- 1 absence (A-)
- 2 absences (B)
- 3 absences (C)
- 4 absences (D)
- 5+ absences (F)

Participation (10%): Occasionally, in-class assignments will be given that will count as daily participation. These assignments will be based on course readings and class activities.

Grading:

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<thead>
<tr>
<th>Grade</th>
<th>Percentage</th>
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<tbody>
<tr>
<td>A</td>
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<tr>
<td>B+</td>
<td>87-89</td>
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<tr>
<td>B</td>
<td>80-86</td>
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<tr>
<td>C+</td>
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<td>D</td>
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<tr>
<td>F</td>
<td>&lt; 60</td>
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Required Texts

Most of the reading assignments are taken from your text, which is available for purchase at the campus bookstore. You will be able to find links to additional articles and book chapters on the BlackBoard course website.

Course Organization and Readings

**I. INTRODUCTION – THE SOCIOLOGY OF RACE & ETHNIC RELATIONS**

*A. Introduction to the Course and one Another*

*B. Power*
- *StarPower In-Class Simulation*
- Steven Lukes, “The Three Faces of Power.” Available on BB

*C. Race, Ethnicity, Privilege, Oppression,*
- Peggy McIntosh, "Unpacking the Invisible Knapsack" Available on BB
- Schaeffer, pp. 1-18; p. 36 AND p. 49

**II. EXPLANATIONS OF RACE AND ETHNICITY: SOCIOHISTORIC CONSTRUCTIONS**

*A. Race & Ethnicity and the Construction of Difference*
   **Part I:**
   - Video – Race: The Power of an Illusion; Episode I – The Difference Between Us
   **Part II:**
   - Video – Race: The Power of an Illusion; Episode 2 – The Story We Tell

*B. Sociology and the Study of Race and Ethnicity*
- Schaeffer, pp. 18-40

**III. RACIAL & ETHNIC INEQUALITY IN THE UNITED STATES**

*A. BaFa BaFa: Ethnocentrism and Bias*

*B. Prejudice*
- Schaeffer, Chapter 2
- BB – TBA

*C. Discrimination*
- Schaeffer, Chapter 3
- Video – Race: The Power of an Illusion; Episode 3 – The House We Live In

*D. Race, Ethnicity, and Well-Being*
- BB – TBA

*E. Race, Ethnicity, and Social Institutions*
- BB – TBA

**IV. IMMIGRATION, ETHNICITY AND RELIGION**

*A. Immigration*
- Schaeffer, Chapter 4

*B. Ethnicity and Religion*
- Schaeffer, Chapter 5

**V. RACE & ETHNICITY – SOCIAL MOVEMENTS & SOCIAL CHANGE**

*A. The U.S. Civil Rights Movement*
- BB – TBA

*B. Living with Less Racism: Strategies for Change*
- Schaeffer, Chapter 6
- BB – TBA