

THREE RIVERS COMMUNITY COLLEGE
Course Outline for SOCIOLOGY 220 CRN 30925
Racial and Ethnic Diversity
Fall 2012

Instructor: Karen Brown, MSW
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Hours: by appointment
Meeting Day/Time: Wednesdays 6:00- 8:45 PM
Classroom: D-104

Course Overview:

An exploration of historical and social causes of racial/ethnic prejudice and discrimination and how they impact life experiences of dominant and subordinate groups in societies around the world.

Course Objectives:

This course examines some “big picture” questions about majority/minority relations. Students will be asked to think about these issues and come to conclusions about them based on insights from sociological research and theory.

Required Textbook:

Marger, M.N. (2012). Race & ethnic relations: American and Global Perspectives, 9th Ed.

***I will distribute any other assigned articles during the semester.

Methods of Instruction

This is a highly interactive course using discussion, some lecture, videos, group exercises, class presentations, as well as small and large group discussions. Students are responsible for reading chapters and related assigned materials prior to class.

Methods of Evaluation and Grading:

There are four major requirements for the successful completion of this course:

Mid Term Exam	25 points
Final Exam	25 points
“Ism/Word” or “Minority” presentations	25 points
Class participation/pop quizzes	<u>25 points</u>
Total	100 points

Attendance and Class Participation

You are **expected** to attend all classes. However, it is understood that family emergencies and other unexpected life circumstances may happen during the semester.

You will be required to participate in discussions, games and exercises, and there may be pop quizzes. **If you miss an in-class assignment, you may not make it up unless you have an excused absence.**

Please take note that **the in-class assignments are not all announced beforehand**, nor are they all on the syllabus.

Please send all communication to my commnet.edu address above only. **DO NOT LEAVE EMAILS FOR ME IN BLACKBOARD AS YOU MAY NOT GET A RESPONSE.**

Class participation – class participation is a cumulative grade determined by me and based on factors such as attendance, participation in class discussions, preparation and presentation in weekly class exercises and questions, and pop quiz scores (if given). This is probably the easiest grade to earn: basically, show up for class, do the assignments, and participate.

****IT IS YOUR RESPONSIBILITY TO LISTEN TO LOCAL TELEVISION OR RADIO STATIONS FOR SCHOOL CLOSINGS DUE TO INCLEMENT WEATHER OR OTHER ISSUES.**

- If you are going to be absent or late, you may call me at 860-478-3476 **before** class or send an email message to addresses listed above.
- **Excused absences:** Only a signed doctor's note (for you, your child or an elderly or disabled person for whom you are responsible) or proof of family emergency or religious commitment will be acceptable. **Those are the only reasons you may reschedule an exam or turn in an assignment late.**
- Classroom courtesy is a **MUST**. If you become distracting or issues of safety arise, I reserve the right to ask you to leave the classroom immediately and/or contact security for assistance. It is important to maintain a comfortable learning environment for everyone.
- There will be times during class discussions in which you and your fellow classmates may disagree with each other. **Let's respect each other's opinions and keep an open mind.** We learn a great deal about others and most importantly, ourselves, in these discussions.
- Academic integrity is essential to a useful education. Failure to act with academic integrity severely limits a person's ability to succeed in the classroom and beyond. Furthermore, academic dishonesty erodes the legitimacy of every degree awarded

by the College. In this class and in the course of your academic career, present only your own best work; **clearly document the sources of the material you use from others**; and act at all times with honor.

- I will not tolerate **plagiarism** and it may result in failure of the entire course or possible expulsion. Webster's Dictionary defines plagiarism as stealing and passing off the ideas and words of another as one's own. "Ideas or words" can include written or spoken material, statistics, lab results, art work, etc. (Capital Community College Library Website, 2011). Consult your student handbook regarding specific policies. You are strongly encouraged to read and refer to outside literary resources in your presentations; however, you must cite the work you are quoting, i.e., "Ben and Jerry (1998) state that their ice cream is..." Unfortunately, students have gotten into the habit of "cutting and pasting" information from the internet and incorporating it into papers as their own work. **THIS IS PLAGIARISM.** Instructors are equipped with all kinds of tools to detect plagiarism, so please don't do this.
- For this course, writing and presentation assignments must be done in American Psychological Association (APA) format. Please consult with the school's writing center if you have questions or concerns with using this system. There is also an APA guide available for your download and use on the school's website page.
- This syllabus is to act as a rough guide for the semester; it is not set in stone. The dates may shift a bit, or I may change some of the articles we read or the assignments we do. There will also be guest speakers at different times throughout the semester, and at times they need to change the date of their appearance. **If you are the type of student that gets frustrated by syllabus changes, please do not take this class.** Having fun with this class requires flexibility!

Course Evaluation

Grades Equivalent Quality Points

A 94- 100 4.0

A- 90- 93 3.7

B+ 87- 89 3.3

B 83- 86 3.0

B- 80- 82 2.7

C+ 77- 79 2.3

C 73- 76 2.0

C- 70- 72 1.7

D+ 67- 69 1.3

D 63- 66 1.0

D- 60-62 0.7

F 0.0

Exams and Assignments due dates

1. Exam 1 Mid-term– October 24, 2012

2. Exam 2 Final – December 12, 2012

Two exams will be given based on the material covered in the text and class lectures. The exam may be a take home or open book exam. If take home, exams must be received by 8:30 p.m. on the due dates. The final exam will not be cumulative. Missed exams cannot be made up.

Students may occasionally have surprise quizzes at the beginning of a class as a measure of comprehension of required weekly homework reading assignments. If you are late or absent on the day of a surprise quiz, there is no makeup quiz. No exceptions. Take the hint – do the homework.

3. Class Presentations – Due December 12, 2012

You may choose one of the following:

The “ism” Presentation: Students will work individually or in small groups of no more than 2 – 3 people to conduct a class presentation on an “ism”. Students will conduct research and provide the class with a “training seminar” on the specific “ism”. Examples of “isms” include: racism, sexism, ableism, etc. There will only be one presentation allowed on racism.

OR

What’s in a word Presentation: In the past, students have researched and presented on the origin of words or phrases that are commonly used to describe a minority group or a phenomenon that affects a minority group. Examples of this include “cycle of poverty”, “scapegoat”, racial slur, etc. This presentation would include the word/phrase, its origin, how it is used, effects on the target population, critical analysis, etc.

OR

Minority Presentation: Research a minority figure whose attitudes and actions were not of the norm for their time. Presentations on popular figures such as Dr. Martin Luther King, Jr., George Washington, Abraham Lincoln, or Malcolm X, although significant, will not be accepted for this assignment. In addition, there will only be one presentation allowed on President Obama. Students are encouraged to look for individuals who are “unsung heroes” or people whose contributions may be unknown or less recognized by

the general public. Discuss the key influencing factors that may have been responsible for the formation of their attitudes and beliefs.

Students must discuss and get prior approval from me on which “isms” and subjects they choose to present on to control for multiple presentations on the same topic or subject. **YOU ARE TO USE MICROSOFT POWERPOINT TO DO YOUR PRESENTATIONS.** You must cite your reference material in the presentation using APA format. The presentations should not run longer than 15 minutes unless it is a group presentation. **If you do not present in class, you will fail the assignment, even if you hand in or send/email me a presentation** – even if you are part of a group presentation.

Additional Information:

Students with special needs who may require special accommodations and support services are encouraged to let me know and provide documentation of their specific disability to the appropriate counselor. Reasonable accommodations and/or assistance will be provided to those students who have completed the above process.

Cellular Phones and Beepers

Students are notified that cellular phones and beepers are allowed in class or in the Learning Resource Center **only if they are turned off or turned to a silent mode.** Vibrating mode is not allowed, as it can sometimes be heard! **Under no circumstances are you to answer your phone or text message in class. If I see you answering your phone or text messaging, I will take your phone until the end of class.**

When there are extenuating circumstances that require that a student be available by phone or beeper, the student should speak to the instructor prior to class, so that together they can arrive at an agreement.

*****Please note: the instructor reserves the right to make changes to any assignments and the syllabus*****

Class Outline (“TBD”- to be determined by instructor)

CLASS INTRODUCTION: in-class exercise: an exploration of our own racial/ethnic prejudice; discussion of social construction of race

9/5: INTRO & RACIAL/ETHNIC STRATIFICATION: readings due: Marger chapters 1 & 2; **assignment: Bring in something that represents your racial or ethnic heritage.**

9/12: TOOLS OF DOMINANCE: readings due: Marger chapter 3

9/19: PATTERNS OF ETHNIC RELATIONS: readings due: Marger chapter 4 & article about color-blind society

9/26: FOUNDATIONS OF AMERICAN ETHNIC HIERARCHY: readings due: Marger chapter 5 & Peggy McIntosh article; film TBD & discussion about privilege

10/3: IMMIGRATION AND THE FOUNDATIONS: readings due Marger chapter 5; discussion & debate on immigration

10/10: NATIVE AMERICANS & AFRICAN AMERICANS: readings due: Marger chapters 6 & 7; film: *Blue Eyed* or TBD

10/17: NO TRADITIONAL CLASS - ONLINE ASSIGNMENT ON VISTA (details will be provided); Midterm exam posted on Blackboard

10/24: HISPANIC AMERICANS & ASIAN AMERICANS: readings due: Marger chapter 8 & 9; discussion & debate TBD; **Midterm Exam DUE IN CLASS**

10/31: CURRENT & FUTURE ISSUES OF RACE IN THE USA: readings due: Marger chapter 12; discussion & debate on criminal justice system and minorities

11/7: WHITE ETHNIC AMERICANS & JEWISH AMERICANS: readings due: Marger chapters 10 & 11

11/14: SOUTH AFRICA & BRAZIL: readings due: Marger chapters 13 & 14; film: *Cry Freedom* or TBD

11/21: no class...Thanksgiving Break!

11/28: discussion about 2012 elections

12/5: CANADA & GLOBAL ISSUES OF ETHNIC CONFLICT: readings due: Marger chapter 15 & 16; discussion of genocide around the globe

12/12: Presentations; Final Exam due

12/19: Presentations con't

ADDITIONAL THOUGHTS:

Throughout my teaching experience, I have noticed that right around assignment time when things are due, tragedies occur such as computer crashes, childcare dilemmas, illnesses, and deaths of loved ones. I have also noticed that cars break down on the day of presentations, people end up in the emergency room, and these events just happen coincidentally. I also notice that flash drives are lost or stolen and printers run out of ink or just completely malfunction as students complete papers and presentations two hours before class. And of course the computer lab at the school was closed when these events occurred. Life events do happen when we least expect them, but assignment time seems to bring on the worst occurrences. Do yourselves a favor: plan out your time accordingly and get your work done ahead of time. Please do not insult my intelligence or yours.