

Santa Rosa Junior College
Race & Ethnic Relations (SOC-30)
Summer 2017 Instructor:
Dr. Daniel Morgan

This class is taught in Hybrid format:

Tuesday, 1:00 – 3:15 PM, PC 698

The course will incorporate the flipped classroom method of teaching, and there will be weekly, graded ONLINE assignments and assessments, to be completed *before* we meet on Tuesdays. This includes the first week, so log into Canvas before the semester begins.

Meeting with me outside of class (aka office hours):

- ***In person office hours:*** Tuesday, 1:00am – 2:30 PM, by appointment.

Office location: [PC 203](#)

- ***By telephone:*** Phone messages are forwarded to me by the Department of Behavioral Sciences: (707) 527-4228 or (707) 527-4226.
- ***By e-mail:*** dmorgan@santarosa.edu

Catalog Description

The sociological study of race and ethnicity in the United States. The course takes a comparative approach in analyzing group interaction, prejudice, privilege, and discrimination. Students will explore the history of immigration, the process of assimilation, and dominant-minority relations over time.

Elaborate course description:

This course takes a comparative approach in analyzing group interaction, prejudice, privilege, and discrimination. Racial, ethnic, and other multicultural issues related to institutions and organizations will also be addressed. In other words, this course is really about us – that's right – you, me, and the person sitting next to you, etc.

Required Texts:

Understanding Race and Ethnic Relations, 4th edition. (the bookstore will only have the 5th edition, but you can get a used copy of the 4th edition.)

ISBN-13: 978-0205792009

ISBN-10: 0205792006

The Colonizer and the Colonized, by Albert Memmi

ISBN-13: 978-0807003015

ISBN-10: 0807003018

Lives in Limbo: Undocumented and Coming of Age in America by Roberto G. Gonzales (Sr. Rafael Vasquez has plenty of copies of this book, in Santa Rosa)

There is a copy of the Parrillo text, and the Memmi book, in the Petaluma library. I will also post articles in Canvas for you to read, to prepare for classroom discussions.

Student Learning Outcomes

Upon successful completion of this course students will be able to:

1. Analyze issues in contemporary group relations.
2. Critically evaluate the concept of race using contrasting theoretical materials.

Course Objectives

Upon completion of this course, students will be able to:

1. Explain "race" as a social construction contrasting sociological, biological, and historical perspectives.
2. Describe the history of relations among dominant and minority groups by looking at relevant social and economic factors.
3. Discuss contemporary and past forms of prejudice and discrimination as well as their causes according to both sociological and psychological theories.
4. Evaluate the impact of governmental policies and laws on the relative social position of different ethnic groups today.
5. Explain various sociological theories on race and ethnicity.
6. Explain various research methodologies in field of sociology.

Grading:

The following grade percentages will be used	Grade
90-100	A
80-90	B
70-79	C
60-69	D
<60	F

Points	Assessment
30 points	6 Quizzes (5 points each)
60 points	6 Reflection Papers (10 points each)
10 points	Class Participation
50 points	Socio-autobiography
50 points	Final Exam
200 points:	TOTAL COURSE POINTS

Methods of Evaluation/Basis of Grade

40 %	Exams (Quizzes, Final Exam)
40 %	Writing (Reflection Papers, Socio-autobiography)
20 %	Other (attendance, in-class participation, collaboration)

EXPLANATION OF GRADED COMPONENTS

Class Participation: Class attendance is required, cumulative, and is calculated into your final participation grade. Missing the first two class periods, missing two class periods in a row, or missing a total of more than three class meetings without exceptions stated in the SRJC attendance policy (Appendix A), are grounds for a student being dropped from the course.

Class participation includes being present and on time for class, participating in discussions, and listening intently and respectfully to others. Everyone has varying degrees of confidence, language facility and knowledge. Each of us can make a contribution to class.

Rationale:

1. Class participation promotes understanding of course material, concepts and terminology.
2. Class participation allows us to better understand one another, our cultures and values.
3. Attendance and participation promotes student engagement with other students, adding value to the learning.
4. Class participation promotes faculty/student engagement in the class.

Reflection Papers: There are six reflective papers assigned to this course, relevant to course content that we are covering at that particular time. Reflection papers will be 1 -2 pages in length, double spaced. Include an additional cover page. No reference page is required. Reflection papers will be graded according to the rubric found in Appendix C.

Rationale:

1. Reflection papers allow you to think more deeply and consciously about your actions or behaviors surrounding a particular part of your life or experience.
2. Writing reflective papers allows you to develop expertise in understating the sociological imagination.
3. Writing a reflective paper will help you to study for the quizzes and the final exam.

Quizzes: Quizzes are based upon the readings, major themes, concepts and course terminology. Class discussions and homework assignments are designed to prepare you for the quizzes. For the most part, the quizzes consist of multiple choice questions, though short-answer and essay questions may be used for some quizzes. You may use your notes, textbook and other resources for all quizzes. Bring a pencil with an eraser for best results.

Rationale:

1. Studying for quizzes engages students with course material and with one another.
2. The quiz-taking process affirms accuracy of course terminology.

3. Quizzes are used as learning tools as well as learning assessments.

Socio-autobiography: The **Socio-autobiography** allows you to incorporate what you have learned in the course about sociological theories and concepts, and ultimately about yourself. I will guide you as you write about this topic in the context of the theme of this course: you. Maximum credit will be awarded for integrating course terminology and theory. This assignment is segmented into two, measurable essays, to allow you to receive feedback and guidance as you write the **Socio-autobiography**. See appendices at the end of this syllabus for more detail on this assignment. The draft will be 500 – 800 words, not including the cover page and glossary. The final version will be 2000 – 2500 words, not including the cover page and glossary. (See Appendix B for details.)

Rationale:

1. The Socio-autobiography allows each student to relate course concepts to an area of specialized interest that may not otherwise be emphasized in weekly discussions.
2. Smaller, graded components allow for continuous feedback and ensure that student's writing and direction meet course standards and instructor expectations.
3. Writing about oneself in a Socio-autobiography promotes scholarly self-reflection.
4. Writing a course paper promotes mentorship, and enhances student engagement with course terminology, theory and concepts.

The **Final Exam** is Cumulative, and allows you to reaffirm your knowledge and to organize and explain your ideas about major course themes in writing.

I do not accept late assignments. Quizzes and final exam may not be taken past the due date and time. Manage your time accordingly, familiarize yourself with Canvas and avail yourself of accessible technology. If a deliverable is not in Canvas by the time that it is due, it does not exist.

Access for Students with Disabilities

It is the policy of the Sonoma County Junior College District to provide equal educational opportunities for students with disabilities in accordance with state and federal law and regulations including the Americans with Disabilities Act of 1990, Section 504 of the Rehabilitation Act of 1973, and Title 5 of the California Administrative Code. Pursuant to Title 5, the District has developed the Disability Resources Department to assist students with disabilities in securing appropriate instruction, academic accommodations and auxiliary aids. It is the intent of the District that such individuals be served by regular classes and programs whenever possible. To that end, students with disabilities shall be admitted to courses and programs and matriculate through such courses and programs on an equal basis with all other students. To ensure equality of access for students with disabilities, academic accommodations and auxiliary aids shall be provided to the extent necessary to comply with state and federal law and regulations. For each student, academic accommodations and auxiliary aids shall specifically address those functional limitations of the disability, which adversely affect equal educational opportunity. When the severity of the disability of an otherwise qualified student precludes successful completion of a course required for graduation from SRJC, despite an earnest effort on the part of the student to complete the course and despite provision of academic accommodations and/or auxiliary aids, a course substitution or waiver of the course requirement shall be considered.

The District will maintain specific criteria and procedures to implement this policy.

Academic Integrity Statement

Sonoma County Junior College District (SCJCD) holds that its primary function is the development of intellectual curiosity, integrity, and accomplishment in an atmosphere that upholds the principles of academic freedom. All members of the academic community - student, faculty, staff, and administrator - must assume responsibility for providing an environment of the highest standards, characterized by a spirit of academic honesty and mutual respect. Because personal accountability is inherent in an academic community of integrity, this institution will not tolerate or ignore any form of academic dishonesty. Academic dishonesty is regarded as any act of deception, benign or malicious in nature, in the completion of any academic exercise. Examples of academic dishonesty include cheating, plagiarism, collusion, and other academic misconduct.

Projected Schedule

Week One:

Reading:

Understanding Race and Ethnic Relations Chapter 1: *The Study of Minorities*

Getting to Know One Another

The Sociological Imagination and the Thomas Theorem

Race: The Power of an Illusion:

<https://www.youtube.com/watch?v=Y8MS6zublaQ>

http://www.pbs.org/race/001_WhatIsRace/001_00-home.htm

Defining Race: Linnaeus

Theoretical Perspectives

Week Two:

Reading:

The Colonizer and the Colonized Section 1: *Portrait of the Colonizer*

Read these article in Canvas

Assigning Value to Difference

The Legacy of Colonialism

Ethnicity

Assimilation, Amalgamation and Pluralism

Testing Our Native American I.Q. (in-depth focus on Native Americans)

Week Three:

Reading:

Understanding Race and Ethnic Relations Chapter 6: *Dominant-Minority Relations*

The Colonizer and the Colonized Section 2: *Portrait of the Colonized*

What is a Minority Group?

Dominant/Minority Relations

Patterns of Inequality

Week Four:

Reading:

Lives in Limbo

Industrialization and Immigration: "We're Here Because You Were There" (in-depth focus on migration from Mexico to USA)
The Dillingham Flaw (from chapter 1 in Parrillo)

Week Five:

Reading:

Lives in Limbo

Research on Racial and Ethnic identities and Outcomes
(in-depth focus on African-Americans)

Prejudice, Discrimination and Racism

Workplace

Housing

Review Socio-autobiographies

Week Six:

White Privilege/White Innocence

Internalized Oppression

Intersections: Race, Ethnicity, Gender and Sexuality

Complete Socio-autobiographies

[Complete Final Exam in Canvas by 11:59 PM Thursday, July 27](#)

Appendix A: SRJC Attendance Policy



8.1

.5P ATTENDANCE

REQUIREMENTS ADOPT: APRIL

10, 2012

CATEGORY 3 REVISION: FEBRUARY 11, 2014

TITLE 5: 58004

Federal Executive Order 13607

SRJC Policy 8.2.10

A. Attendance

1. Students are expected to attend, and in the case of online classes, participate in, all sessions of the course in which they are enrolled.
2. A student may be dropped from any class when that student's absences exceed ten percent (10%) of the total hours of class time.
3. With advanced notice and appropriate documentation, members of the U.S. Military Armed Services and Reservists shall have their absences accommodated due to service obligations provided that satisfactory academic progress is being made prior to suspending their studies. For the purpose of this policy, a student is making satisfactory academic progress so long as, at the start of the absence, the student has the potential to pass the class after completing the remaining assignments.
4. Specific courses may have stricter requirements based on professional certification mandates or curricular situations in which absences will severely compromise the learning for other students (such as team or performance ensemble courses). *These stricter requirements shall be stated in the course syllabus.*

B. Nonattendance

1. Students who fail to attend the first class meeting may be dropped by the instructor. For classes that meet online, students who fail to log on and initiate participation by 11:59 p.m. Pacific Time of the first day of the class may be dropped by the instructor. The start date for full semester online classes is the official first day of the semester; for short-term classes, the first day will be specified in the schedule of classes.
2. Instructors are required to drop all No-Show students immediately following the second class meeting. A No-Show is an enrolled student who has not attended any class meeting of the course. For classes that meet online, a No-Show is an enrolled student who has not logged on and initiated active participation by 11:59 p.m. Pacific Time of the second day of the class.

C. Excessive absence defined

1. Instructors shall state in each course syllabus what constitutes excessive absence for that course.
2. Any student with excessive absences may be dropped from the class.

D. Excused and unexcused absences

1. Unless state or federal law, including Executive Orders, requires that the absence be deemed excused, no instructor shall be required to make a distinction between excused and unexcused absences.
2. If instructors wish to distinguish between excused and unexcused absences, they shall state in each course syllabus all criteria for any excused absences in addition to those required by state or federal law.

Appendix B: “The Socio-autobiography”

“The purpose of the socio-autobiography is to use the insights from sociology to better understand your own story; it is a way of using the concepts of sociology to explore our personal riddle. But the socio-autobiography is not a diary or a point-by-point account of your life since infancy. It is rather a reflective exercise in which you step outside of yourself and employ sociological concepts to interpret your experiences. . . . it uses the concepts of the discipline to interpret our life in its social context. (p. 287)

“The socio-autobiography follows the tradition of C. Wright Mills, a sociologist who emphasized the influence of society on the individual. He argued that personal troubles are typically rooted in larger social forces—that is public issues.” (p. 287)

The socio-autobiography invites you to consider, in the tradition of C. Wright Mills, how social influences have shaped you. As you contemplate your socio-autobiography, you might ask: What were the social forces that constructed the riddle of my life? How did I negotiate the crisscrossing pressures of autonomy and conformity? The connection between the micro and macro realms is an important area to address in your socio-autobiography.

The socio-autobiography also gives you the opportunity to place your life under the sociological microscope and apply the skills of sociological analysis. Try to understand who you are in your social context using a sociological perspective. As you write your story, use sociological concepts—such as social class, reference group, conformity, norm, role, deviance, subculture, and any others that are helpful—to interpret your life experiences.

You may want to focus on several events, special moments, or important relationships in your life that have impacted you in significant ways. Recall key themes, events, or circumstances that have contributed to the construction of your identity. You may want to discuss the importance of some of the following influences: significant others, family structure, residence (urban, suburban, rural), ethnicity, religion, social status, group memberships, economic status, leisure, work, death, and crises. Regardless of which themes you discuss, be sure to interpret them with some of the sociological concepts that have been introduced throughout the book.

Questions like the following may be appropriate: how have social forces—groups, larger social trends, and cultural values—molded my behavior and world view? In what sense am I both a produce and producers of culture? How has my family background expanded or restricted my opportunities and life chances? How might I be different had I been born into another culture? What have been the most influential social forces in my life?

In crafting a socio-autobiography, we have the opportunity to reflect on the construction of our self-identity. Only as we begin to understand how we have been socially created can we become fully empowered to act. Many of us go through life repeating patterns given to us by the faces in our mirror without realizing that we have the power to change those patterns in our own lives. As we begin to understand how we have been created, we have greater freedom to control how we shape and produce the culture around us. (pp. 288-289)

Kanagy, C. L., & Kraybill, D. B., (1999). The Riddles of Human Society. Thousand Oaks, CA: Pine Forge Press. (Pp. 287, 288,289).

Appendix C: Reflection Evaluation Criteria & Rubric

Criteria	Superior	Sufficient	Minimal	Unacceptable
Depth of Reflection (25%)	Response demonstrates an in-depth reflection on, and personalization of, the theories, concepts, and/or strategies presented in the course materials to date. Viewpoints and interpretations are insightful and well supported. Clear, detailed examples are provided, as applicable.	Response demonstrates a general reflection on, and personalization of, the theories, concepts, and/or strategies presented in the course materials to date. Viewpoints and interpretations are supported. Appropriate examples are provided, as applicable.	Response demonstrates a minimal reflection on, and personalization of, the theories, concepts, and/or strategies presented in the course materials to date. Viewpoints and interpretations are unsupported or supported with flawed arguments. Examples, when applicable, are not provided or are irrelevant to the assignment.	Response demonstrates a lack of reflection on, or personalization of, the theories, concepts, and/or strategies presented in the course materials to date. Viewpoints and interpretations are missing, inappropriate, and/or unsupported. Examples, when applicable, are not provided.
Required Components (25%)	Response includes all components and meets or exceeds all requirements indicated in the instructions. Each question or part of the assignment is addressed thoroughly. All attachments and/or additional documents are included, as required.	Response includes all components and meets all requirements indicated in the instructions. Each question or part of the assignment is addressed. All attachments and/or additional documents are included, as required.	Response is missing some components and/or does not fully meet the requirements indicated in the instructions. Some questions or parts of the assignment are not addressed. Some attachments and additional documents, if required, are missing or unsuitable for	Response excludes essential components and/or does not address the requirements indicated in the instructions. Many parts of the assignment are addressed minimally, inadequately, and/or not at all.

			the purpose of the assignment.	
Structure (25%)	Writing is clear, concise, and well organized with excellent sentence/paragraph construction. Thoughts are expressed in a coherent and logical manner. There are no more than three spelling, grammar, or syntax errors per page of writing.	Writing is mostly clear, concise, and well organized with good sentence/paragraph construction. Thoughts are expressed in a coherent and logical manner. There are no more than five spelling, grammar, or syntax errors per page of writing.	Writing is unclear and/or disorganized. Thoughts are not expressed in a logical manner. There are more than five spelling, grammar, or syntax errors per page of writing.	Writing is unclear and disorganized. Thoughts ramble and make little sense. There are numerous spelling, grammar, or syntax errors throughout the response.
Evidence and Practice (25%)	Response shows strong evidence of synthesis of ideas presented and insights gained throughout the entire course. The implications of these insights for the respondent's overall teaching practice are thoroughly detailed, as applicable.	Response shows evidence of synthesis of ideas presented and insights gained throughout the entire course. The implications of these insights for the respondent's overall teaching practice are presented, as applicable.	Response shows little evidence of synthesis of ideas presented and insights gained throughout the entire course. Few implications of these insights for the respondent's overall teaching practice are presented, as applicable.	Response shows no evidence of synthesis of ideas presented and insights gained throughout the entire course. No implications for the respondent's overall teaching practice are presented, as applicable.