

**SOC 30: RACE & ETHNIC RELATIONS (SECTION #1351) (FALL 2017)**  
**DEPARTMENT OF BEHAVIORAL SCIENCES, SANTA ROSA JUNIOR COLLEGE – PETALUMA CAMPUS**

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**Class Info:** MWs 9:00–10:30 am, PC 698 Call Bldg (Final Exam Wednesday Dec. 20<sup>th</sup>, 7:00–9:45 am)

**Office Locale and Hours:** PC 668 Call Bldg by email/text/appointment and:

- MWs 12:00 – 1:30pm
- TThs (starting Th 09/07) 11:00am – 1:30pm & 5:30 – 6:00pm

**COURSE INFORMATION**

Soc 30 Race & Ethnic Relations

Three lecture hours per week

**INSTRUCTOR COURSE DESCRIPTION**

As the recent marches, protests, and counter-protests in Charlottesville, Boston, and other cities have demonstrated, we live in a dangerous and complicated time in our nation's history of race and ethnic relations. Not an *hour* goes by, it seems, that we are not faced with some instance of individual injustice, systematic discrimination, and/or situations of racial profiling, ethnic scapegoating, and outright fear and hatred. And yet even with these many, deadly challenges, there is room for hope. There are more positive and numerous representations of people of color in sports, the media, entertainment, and corporations than ever before. The growing awareness and deconstruction of white privilege is finally happening at a meta-level, and a national conversation is steadily emerging on the topic of racial inequalities and injustices. There is pain and there is progress. So together we will explore, from a sociological perspective, the many facets of our shared racial and ethnic histories, identities, communities, and struggles in the United States. Welcome aboard!



**STUDENT LEARNING OUTCOMES:**

***Upon 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.

**SRJC 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.

**RECOMMENDED PREPARATION & TRANSFERABILITY**

- Eligibility for ENGL 1A or equivalent (Grade or P/NO)
- Transfer: CSU/UC. C-ID: SOCI 150.

**The official COURSE OUTLINE for SOC 2 is available online at <http://ow.ly/2pvG30dUuFZ>**

### REQUIRED COURSE MATERIALS & ASSOCIATED COSTS

**TEXTS.** The following TEXTS are ***required*** and should be brought to class every week they are assigned for discussion. You can locate and order textbooks online via the [SRJC Bookstore](#). Note that if you want to pick your books up in Petaluma, you need to order them from the Petaluma Bookstore website. Online prices at Amazon range from **\$67.17 for USED texts and \$123.38 for NEW texts (as of 9 July 2017).**

Jablonski, Nina G. 2012. *Living Color: The Biological and Social Meaning of Skin Color*. Berkeley, CA; University of California Press. ISBN 978-0-520-28286-2.

McClure, Stephanie M. and Cherise A. Harris, Editors. 2015. *Getting Real About Race: Hoodies, Mascots, Model Minorities, and Other Conversations*. Los Angeles, CA: Sage Publishers. ISBN: 978-1-4522-5890-4

**IF PURCHASING BOOKS IS A HARDSHIP FOR YOU, PLEASE SEE ME ASAP TO MAKE ARRANGEMENTS.**

**WEBSITES.** CANVAS is your “go to” place for assignments, sharing resources, and viewing grades (see <https://canvas.santarosa.edu/login/canvas>). I ***ALSO STRONGLY RECOMMEND*** you take advantage of SRJC’s Tutorial Centers (<https://college-skills.santarosa.edu/tutorial-centers>), Learning Communities (<https://learningcommunities.santarosa.edu/>), and library resources (<https://libraries.santarosa.edu/#research1>). We will talk about each of these, too. ☺

**SOFTWARE.** For assigned PDF Readings you will need Adobe Reader, and for assignments and access to CANVAS you will need access to a computer with word processing and internet access capabilities. Google Drive is an excellent resource for free, internet-based software for creating / writing papers, charts, and presentations, and there are computers on campus, such as in the library, for your use.

### IMPORTANT CLASS POLICIES & PROCEDURES (ALPHABETICALLY)

- **Absences & (Limited/No) Make Up Policy.** Make up assignments will be given ONLY in EXTREME circumstances such as a serious illness, religious observance, or college-sponsored absences. Supporting documents ARE required (doctor’s note, team schedules, etc.) and instructor decisions regarding approval are final. ***If you miss class for any other reason, make-up work is NOT AVAILABLE. Also, I will not hold private lectures or make special accommodations for randomly/chronically absent students.***
- **Academic Honesty and Integrity.** I fully expect you to maintain the highest standards of academic honesty and integrity during your academic career, and within this course in particular (refer to <https://rightsresponsibilities.santarosa.edu/academic-integrity> if you are not already familiar). ***Additionally note my policy as instructor is to assign an “F” for any assignment or exam upon which academic dishonesty and/or plagiarism is evident. I will also report any such instances to the Academic Integrity Committee. Two or more instances of dishonesty WILL result in COURSE FAILURE*** (see also <http://srjcwrittingcenter.com/research/plagiarism/plagiarism.html>).
- **Accommodations for Students with Disabilities.** If you have a documented disability and have/need accommodations for this class, please provide the Authorization for Academic Accommodations (AAA letter) from the Disability Resources Department (DRD) as soon as possible. You can visit DRD on the Petaluma Campus in Jacobs Hall, Room 101 or on the Santa Rosa Campus in the Bertolini Student Center, 3rd Floor East.
- **Attendance and Participation.** We will cover distinct, unique material each class meeting so it is IMPERATIVE you make each and every class session. Your ACTIVE participation in class EACH WEEK is also fully expected. In other words, either make this class a priority or do not enroll.

- **Drop Policy.** As per SRJC's official attendance policy, I reserve the right to drop any students missing more than 10% of class meetings until the deadline to drop. After that point, I reserve the right to fail any students missing more than 10% of class meetings. ALSO, if you decide to discontinue this course, it is your responsibility to officially drop it to avoid getting no refund (after 10% of course length), a W symbol (after 20%), or a grade (after 60%).
- **Instructor Announcements and Q&A Forum.** I will post announcements on the "Instructor Announcements" page in Canvas throughout the semester. Canvas notifies students according to their preferred *Notification Preferences* as soon as the instructor creates an Announcement. A "Q&A Forum" is also on Canvas for you to ask for assistance of your classmates or instructor. I will also send updates via email, so make sure you are regularly checking your email account(s).
- **Important Registration Dates for Semester Long Courses at SRJC this semester are as follows:**
  - August 27<sup>th</sup> – Last Day to Register **without** Instructor's Signature or Add Code
  - September 3<sup>rd</sup> – Last Day to Drop Semester Length Class and Be Eligible for a Refund
  - September 10<sup>th</sup> – Last Day to Register **with** Instructor's Signature or Add Code
  - September 10<sup>th</sup> – Last Day to Drop w/out "W"
  - September 11<sup>th</sup> – First Census Day
  - October 1<sup>st</sup> – Last Day to Opt for P / NP
  - November 19<sup>th</sup> – Last Day to Drop with "W"
- **Pass – No Pass (P/NP).** You may take this class P/NP. You must decide before the deadline, and add the option online with TLC or file the P/NP form with Admissions and Records. If taking Pass/No Pass you need at least 70% of the total class points and complete all exams and assignments to pass the class.
- **Standards of Conduct.** Students who register in SRJC classes are required to abide by the SRJC Student Conduct Standards. Violation of the Standards is basis for referral to the Vice President of Student Services or dismissal from class and/or the College. See also <https://student-conduct.santarosa.edu/>.
- **Title IX Policy.** *I do not discriminate, neither should you, and neither does SRJC:* "The Sonoma County Junior College District does not discriminate on the basis of race, religious creed, color, national origin, ancestry, ethnic group identification, physical disability, mental disability, medical condition, genetic condition, marital status, sex, gender, gender identity, gender expression, genetic information or sexual orientation in any of its policies, procedures or practices; nor does the District discriminate against any employees or applicants for employment on the basis of their age. This nondiscrimination policy covers admission, access and treatment in District programs and activities including but not limited to academic admissions, financial aid, educational services and athletics and application for District employment" (<https://titleix.santarosa.edu/>).

#### **GRADES / COURSE ASSESSMENT**

- A total of 1,000 points are available to each student. Assignment descriptions and related points are detailed below and are also included on our course CANVAS site.
- Visit the "Grades" Section in Canvas to keep track of your grades. I will grade once a week and post grades and comments on the online Canvas Grade Book as my schedule permits.
- The ratio of Final Points to Final Percentages (as earned by you) are as follows:

Grade	Percentage	Points	Grade	Percentage	Points
A	90% & above	1,000 – 900	D	69% - 60	699 – 600
B	89% – 80%	899 – 800	F	59% & below	599 – 0
C	79% – 70%	799 – 700			

### ASSESSMENT MEASURES BY CATEGORY & RELATED POINTS

#### EXAMINATIONS = 40% OF OVERALL GRADE

There will be four take-home exams during the course of the semester. Each exam is worth 100 points, and will test your ability to apply, interpret, and discuss course terms, concepts, readings, and media themes. Tests will be assigned by the dates included on the schedule below, and submissions will be online at our course CANVAS site. [400 points sub-total]

#### WRITING ASSIGNMENTS = 40% OF OVERALL GRADE

Writing is such an important way in which we learn, so a core component of all of my classes involves writing exercises. In thematic courses such as this one, you will write complete several short, analytic writing exercises and a longer, in-depth research paper. Shorter exercises are worth 25 points, while the final paper counts for 150 points total, or: 50 towards the writing/revision process, and 100 for the final paper itself. [400 points sub-total]

#### FINAL PRESENTATIONS = 10% OF OVERALL GRADE

Your final presentations will reflect the themes and findings of your research paper. We'll go over key strategies of successful presentations, and you will have some time in class to work on this project (with homework also required). [100 points sub-total]

#### IN-CLASS PARTICIPATION = 10% OF OVERALL GRADE

Students must BOTH come to class as scheduled & ACTIVELY PARTICIPATE & CONTRIBUTE to course activities during class in order to earn the associated points for participation in order to pass the class. Late arrivals and lack of in-class focus and participation will be recorded and deducted from the points available per equal halves of the semester. **Also – and obviously – absences are to be avoided at all costs and wherever / whenever possible** (see also “The Drop Policy” above). [100 points sub-total]

### COURSE ENGAGEMENT

**An undergraduate education is a collaborative effort built on a productive & engaged working relationship between Professor & Student. What does this mean for you?**

**Preparation.** Reading assignments should always be read *before* the class session in which they are scheduled for discussion (see included course schedule). I generally recommend reading the weekend before scheduled class meetings.

**Engagement.** Education requires your active participation and, as such, I fully expect you to ask questions, challenge assumptions, engage in exercises, and participate in discussions during class *as well as* read material, conduct research, and complete assignments outside of class.

**Focus.** Maintain a productive, respective learning environment for you and your classmates by arriving prior to our start and NOT shuffling notebooks and juggling backpacks five minutes before class is over. **Nota Bene:**

**DO NOT ENROLL IN THIS CLASS UNLESS YOU ARE PREPARED TO MEET THE COURSE EXPECTATIONS AS DETAILED ABOVE.**

Assignment & Assessment Self – Tracking Worksheet		
Related Activities	Points Possible	Points Earned
<b><u>Attendance and Participation (multiple)</u></b>	<b><u>100</u></b>	
1 <sup>st</sup> Half of Semester ( <i>Weeks Two thru Nine</i> )	50	
2 <sup>nd</sup> Half of Semester ( <i>Weeks Ten thru Seventeen</i> )	50	

<b><u>Examinations (4)</u></b>	<b><u>400</u></b>	
Test One By September 13 <sup>th</sup>	100	
Test Two By October 11 <sup>th</sup>	100	
Test Three By November 8 <sup>th</sup>	100	
Test Four By December 6 <sup>th</sup>	100	
<b><u>Writing Assignments (9 short, 1 long)</u></b>	<b><u>400</u></b>	
<i>Living Color</i> Reading Reaction (1 <sup>st</sup> )	25	
<i>Living Color</i> Reading Reaction (2 <sup>nd</sup> )	25	
(RPI) Episode One Media Analysis	25	
(RPI) Episode Two Media Analysis	25	
(RPI) Episode Three Media Analysis	25	
<i>Getting Real About Race</i> Reading Reaction (1 <sup>st</sup> )	25	
<i>Getting Real About Race</i> Reading Reaction (2 <sup>nd</sup> )	25	
<i>Getting Real About Race</i> Reading Reaction (3 <sup>rd</sup> )	25	
Race and Ethnicity in the News Mini-Research/Present	50	
Research Paper: Writing / Editing Process	50	
Research Paper: Final Paper	100	
<b><u>Final Presentations</u></b>	<b><u>100</u></b>	
Final Presentations – Key Themes of Your Research Paper	100	
<b>Total Sum of Points (100%)</b>	<b>1,000</b>	

### **WORKING COURSE SCHEDULE**

#### **[SCHEDULE SUBJECT TO CHANGE BASED ON COURSE PROGRESSION AND STUDENT COMPREHENSION]**

Reading requirements will vary among the texts, and lecture topics will draw from, but not be limited by, the assigned readings, so in-class note taking and participation are extremely important to your success. We will also engage in a variety of activities (in and outside of class), or what I call *Sociology in Action*. **Reading Abbreviations include:**

- (*Living Color*) = Chapters from *Living Color: The Biological and Social Meaning of Skin Color* by Nina Jablonski
- (*Getting Real*) = Essays from *Getting Real About Race: Hoodies, Mascots, Model Minorities, and Other Conversations* by Stephanie M. McClure and Cherise A. Harris.
- (*PDF handouts*) = Additional readings supplied by the instructor and available on CANVAS.

**WITH THE EXCEPTION OF WEEK ONE, ALWAYS READ THE WEEKEND BEFORE YOU COME TO CLASS. UNLESS OTHERWISE NOTED, READINGS ASSIGNED EACH WEEK CAN / WILL BE DISCUSSED ON MONDAYS AND/OR WEDNESDAYS.**

**LEGEND / HOW TO READ THE SCHEDULE**

**Course Themes: Four Major Segments**

**Week [DATES]: Race/Ethnicity Topics in Focus. INCLUDING TESTS.**

- *Lecture:* Weekly Lecture Topics.
- *Sociology in Action:* Activities Exemplifying the Sociological Imagination.
  - *Readings Being Covered That Week (Read BEFORE you come to class).*
- ***Race & Ethnicity Research Project Activities & Deadlines***

**Part One: The Biological and Social Construction of Race and Ethnicity**

**Week One [8/21 & 8/23]: Welcome and Introductions: Race and Ethnicity – The Baselines**

- *Lecture:* Welcome and Introductions. Race and Ethnicity in the 21<sup>st</sup> Century.
- *Sociology in Action:* Setting Goals, Safe Spaces, and Identity Explorations
- *Readings:* *(Living Color)* Introduction & *(Getting Real)* Essay #1

**Week Two [8/28 & 8/30]: Skin Color and Evolution**

- *Lecture:* Tracing the Biological Evolution of Racial Traits
- *Sociology in Action:* Reading Discussion and Analysis
- *Readings:* *(Living Color)* Chapter #s 1 thru 3

**Week Three [9/06 only]: Skin Color and the Modern World**

- *Lecture:* Understanding the Modern Context of Skin Color
- *Sociology in Action:* Reading Discussion and Analysis
- *Readings:* *(Living Color)* Chapter #s 4 thru 6

**Week Four [9/11 & 9/13]: Early Encounters: Racial & Ethnic Differences. Week of TEST ONE.**

- *Lecture:* The Social Construction of Race and Ethnicity
- *Sociology in Action:* Reading Discussion and Analysis. **Possible Library Orientation.**
- *Readings:* *(Living Color)* Chapter #s 7 thru 9

**Week Five [9/18 & 9/20]: Constitution & Citizenship Day – Modernity, Racism, & Colorism**

- *Lecture:* Patterns of Inequality
- *Sociology in Action:* Walking the Lines of Privilege and Oppression
- *Readings:* *(Living Color)* Chapter #s 10 thru 15
  - ***Race & Ethnicity Research Project: Intro & Topic Brainstorm (In-Class)***

**Part Two: Race and Ethnicity as Framed by Power, History, and Individual Attitudes**

**Week Six [9/25 & 9/27]: The Development of Dominant-Minority Relations**

- *Lecture:* A Focus on Citizenship, Slaves, and Native Americans
- *Sociology in Action:* *Race the Power of an Illusion Series – Episodes One and Two*

**Week Seven [10/02 & 10/4]: Industrialization and Dominant-Minority Relations**

- *Lecture:* Unpacking Pluralism & Assimilation
- *Sociology in Action:* *Race the Power of an Illusion Series Episode Three*
  - ***Race & Ethnicity Research Project: Research and Source Determinations Due in Class***



**Week Eight [10/09 & 10/11]: Race & Ethnicity in the 21<sup>st</sup> Century. Week of TEST TWO.**

- *Lecture:* Understanding Prejudice and Discrimination
- *Sociology in Action:* In-Class Exercises
- *Readings:* (Getting Real) Essay #s 2 thru 4
  - ***Race & Ethnicity Research Project: Annotated Bibliographies Due in Class***

**Week Nine [10/16 & 10/18]: Meritocracy, Color Blindness, and Stereotype Maintenance**

- *Lecture:* Contact Theory as a Corrective Tool in Racial Relations
- *Sociology in Action:* In-Class Exercises
- *Readings:* (Getting Real) Essay #s 5, 6, 7, & 10
  - ***Race & Ethnicity Research Project: First Rough Draft of Paper Due in Class***

**Week Ten [10/23 & 10/25]: Negotiating Everyday Interactions**

- *Lecture:* Language, Allyship, and Hip-Hop
- *Sociology in Action:* Media Analysis and Lyrical Analysis Activities
- *Readings:* (Getting Real) Essays #s 21, 22, & 23
  - ***Race & Ethnicity Research Project: Second Draft of Paper Due in Class***

**Part Three: Exploring the Hyphenate – American Experience**

**Week Eleven [10/30 & 11/01]: The African American Experience**

- *Lecture:* From Slavery to the Presidency and Beyond
- *Sociology in Action:* The New Jim Crow – An Overview
- *Readings:* (Getting Real) Essays #s 12, 14, 16, 17, & 19
  - ***Race & Ethnicity Research Project: Final Draft of Paper Due in Class***

**Week Twelve [11/06 & 11/08]: Hispanic & Latino American Experiences. Week of TEST THREE.**

- *Lecture:* The Long History of Hispanics and Latinos in America
- *Sociology in Action:* Mapping the Hispanic and Latino Origins of the USA
- *Readings:* (Getting Real) Essay #13 & Excerpts from *Latino Americans* by Ray Suarez
  - ***Race & Ethnicity Research Project: Final Version of Paper Due in Class***

**Week Thirteen [11/13 & 11/15]: The White American Experience**

- *Lecture:* Poor White Trash, Hate Groups, and White Privilege
- *Sociology in Action:* Making the Invisible Visible
- *Readings:* (Getting Real) Essays #s 15, 20 & Excerpts from *Hillbilly Elegy* by JD Vance and other readings as assigned

**Week Fourteen [11/20 & 11/22]: The Asian American Experience**

- *Lecture:* The Plurality and Diversity of Asian Americans
- *Sociology in Action:* Immigration and Racial/Ethnic Politics
- *Readings:* (Getting Real) Essay #8 & Excerpts from *The Making of Asian American* by Erika Lee
  - ***Race & Ethnicity Research Project: Draft of Final Presentation Due.***

**Week Fifteen [11/27 & 11/29]: The Arab American Experience**

- *Lecture:* Life as an Arab American Post 9/11
- *Sociology in Action:* Media Analysis – BBC News Documentary – *Muslims in America*
- *Readings:* (Getting Real) Essay #s 9 & 18

**Week Sixteen [12/04 & 12/06]: The Bi & Multi-Racial American Experience. TEST FOUR.**

- Lecture: Checking the “Other” Box of Racial Identities
- Sociology in Action: and Media Analysis Hafu: *The Mixed Race Experience in Japan* (2013)
- Readings: (*Getting Real*) Essay #11
  - ***Race & Ethnicity Research Project: Final Presentations Begin.***

**Week Seventeen [12/11 & 12/13]: Where Do We Go From Here? A Look Forward**

- Lecture: The Future of Race Relations in America
- Lecture: Reflections on the Semester and How to Stay Engaged, Hopeful, and Positive.

**Final Exam Period:**

**Monday, December 20<sup>th</sup> from 7:00 to 9:45 am**

- **Final Presentations Continue and Conclude**
- **Exploring *The Sociological Imagination* Going Forward**