

**SOC-30: Race & Ethnic Relations**  
Santa Rosa Junior College  
Summer 2023 Syllabus: Asynchronous, fully ONLINE

Instructor: Dr. Dan Morgan

**Office Hours**

**By e-mail:** [dmorgan@santarosa.edu](mailto:dmorgan@santarosa.edu) **E-mail is the most efficient way to reach me.**

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

I can also host individual and small group meetings via Zoom. There are no required, synchronous meetings for this class.

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.

Recommended: Eligibility for ENGL 1A or equivalent

**Required Texts:**

Understanding Race and Ethnic Relations, 4th edition. See the Canvas course for details.

The Colonizer and the Colonized, by Albert Memmi. See the Canvas course for details.

<https://cominsitu.files.wordpress.com/2020/05/albert-memmi-the-colonizer-and-the-colonized-1.pdf>

ISBN-13: 978-0807003015

ISBN-10: 0807003018

Professor Roberto Gonzales lecture: Lives in Limbo:

<https://www.youtube.com/watch?v=wC-28plzn-U>

Lives in Limbo audio story:

<https://beta.prx.org/stories/167211>

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.

### **Methods of Evaluation/Basis of Grade (based on SOC 30 Course Outline as of Summer 2022)**

50 % (40 - 60 %)	Exams (Mid-Term Exam, Final Exam)
40% (20 - 40 %)	Writing (Reflection Papers, Graded Discussions)
10% (0 – 20%)	Other Category (Includes any assessment tools that do not logically fit into the above categories.)

Assessment	Points	Percentage of Final Grade
Discussions (10 points, 6 Weeks)	60 points	20%
6 Reflective Essays (10 points, 6 weeks)	60 points	20%
6 Quizzes (25 points, 6 weeks)	150 points	50%
Participation: (engaging in further discussions, peer review, etc.	30 points	10%
<b>Total Possible Points</b>	<b>300 points</b>	<b>100%</b>

### Grading:

90-100	A
80-90	B
70-79	C
60-69	D
<60	F

### EXPLANATION OF GRADED COMPONENTS

**Discussions.** The weekly discussions are an integral part of the course. Meaningful virtual classroom discussions promote understanding of the major concepts and principles underlying the complex relationship between our society and technology. I will lead these discussions, asking questions and providing feedback to your responses. Each student will respond to the initial questions and respond to the other students in the course.

In the Discussion areas of the course, you, as a student, can interact with your instructor and classmates to explore questions and comments related to the content of this course. Discussions will be open Monday, 8:00 a.m. through **Sunday, 11:59 p.m. Santa Rosa time**. The graded discussions are not chat rooms, places to tweet, or blogs. Use academic language as opposed to text message language or tweets. For example, "I" is a proper noun, always capitalized. Discussions will be graded according to the rubric found at the end of this course syllabus.

#### Rationale:

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

Finally: In our class discussions, we will have many opportunities to explore some challenging issues as we deepen our understandings of different perspectives related to race and ethnic relations. Our conversations may not always be easy, but with respect and humility they will help us to learn. We may need patience, courage, imagination, or any number of qualities as we learn about the topics and from one another. Always we will need respect for others. Thus, our discussions provide a space for us to increase our facility with the sometimes-difficult conversations that arise as we deepen our understandings of multiple perspectives – whatever our backgrounds, experiences, or positions.

**Reflective Essays:** Reflective essays assigned to this course are relevant to course content that we are covering at that 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 B.

Rationale:

1. Reflective Essays allow you to think more deeply and consciously about your actions or behaviors surrounding a particular part of your life experiences.
2. Writing reflective essays allows you to develop the *sociological imagination*.

**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, required reading, and other resources for all quizzes.

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.

**Other:** From time to time, there may be opportunities to attend a presentation outside of class, follow up with topics outside of class, etc. Demonstration of this participation will be evidenced in class, usually through the graded discussions.

Rationale:

1. Participation in outside activities can bring to life the concepts addressed in class.
2. Having opportunities to expound on learning is often helpful for those majoring in sociology.

Disability Resources Department Statement

Access and Accommodations: It is the mission of the Santa Rosa Junior College to support inclusive learning environments. If there are aspects of the instruction or design of this course that result in barriers to your inclusion or to accurate assessment of achievement—such as time-limited exams, inaccessible web content, or the use of non-captioned videos—please notify the instructor as soon as possible. Students are also welcomed to contact the [Disability Resources Department](#) (DRD). DRD is a resource for students that provides authorization for academic accommodations, training and access to assistive technology, and collaborates on strategies for academic success.

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.

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## Projected Schedule

### Week One

#### Topics

Getting to Know One Another

The Sociological Imagination

Race: The Power of an Illusion:

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

[http://www.pbs.org/race/001\\_WhatIsRace/001\\_00-home.htm](http://www.pbs.org/race/001_WhatIsRace/001_00-home.htm)

Early Racial Categories: Linnaeus

Race and The Thomas Theorem

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

#### Deliverables

First discussion posts due by Wednesday

1st Reflection due Sunday

Quiz 1: Complete by Sunday

#### Homework

Read Parrillo Chapter 1: The Study of Minorities

### Week Two

#### Topics

Parrillo Chapter 1: The Study of Minorities:

- Social distance
- Categorical Knowing
- Minority Group Characteristics
- The Thomas Theorem
- Legacy of Linnaeus's Racial Categories

Parrillo Chapter 3: Ethnic Stratification

- Power-Differential Theory
- Internal-Colonialism Theory
- Origins of Ethnic Stratification

## **Deliverables**

First discussion posts due by Wednesday

2nd Reflection due Sunday

Quiz 2: Complete by Sunday

## **Homework**

Read notes on The Colonizer and the Colonized

## **Week Three**

### **Topics**

The Legacy of Colonialism:

- The Colonizer Who Accepts
- The Colonizer Who Refuses
- Mythical Portraits of The Colonized

Industrialization and Immigration

- U.S. Immigration Policies Throughout History
- Lives in Limbo: Identifying Key Concepts

## **Deliverables**

First discussion posts due by Wednesday

3rd Reflection due Sunday

Quiz 3 Due by Sunday

## **Homework**

Read assigned articles in Canvas related to:

- Internalized Racial Oppression
- Racial Identity Development

## **Week Four**

**Topics**

Internalized Racial Oppression

Racial Identity Development

**Deliverables**

First discussion posts due by Wednesday

4th Reflection due Sunday

Quiz 4 Due by Sunday

**Homework:**

Read assigned articles in Canvas related to:

- White Privilege
- White Innocence

**Week Five****Topics**

White Privilege

White Innocence

**Deliverables**

First discussion posts due by Wednesday

5th Reflection due Sunday

Quiz 5 Due by Sunday

**Homework**

Read assigned articles in Canvas related to Intersectionality

**Week Six**

**Topics**

Intersections: Race, Ethnicity, Gender, Sexuality - and more!

- Origins of “intersectionality”
- Perspectives on intersectionality

**Deliverables**

First discussion posts due by Wednesday

6th Reflection due Sunday

Quiz 6 Due by Sunday

**Homework**

Practice what you have learned in everyday life.



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## Appendix A: SRJC Attendance Policy

### 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.

## Appendix B: Reflection Paper Grading Rubric

	Poor	Fair	Good	Excellent
<p><b>Depth of reflection</b></p> <p>3 possible points</p>	<p>Poor</p> <p>Writing demonstrates lack of reflection on the selected topic, with no details.</p>	<p>Fair</p> <p>Writing demonstrates a minimal reflection on the selected topic, including a few supporting details and examples.</p>	<p>Good</p> <p>Writing demonstrates a general reflection on the selected topic, including some supporting details and examples.</p>	<p>Excellent</p> <p>Writing demonstrates an in-depth reflection on the selected topic, including supporting details and examples that evidence the <i><b>sociological imagination</b></i>.</p>
<p><b>Quality of Information</b></p> <p>3 possible points</p>	<p>Poor</p> <p>Information has little to do with the course themes.</p>	<p>Fair</p> <p>Information clearly relates to course themes, but no details and/or examples are given.</p>	<p>Good</p> <p>Information clearly relates to course themes. It provides 1-2 supporting details and/or examples.</p>	<p>Excellent</p> <p>Information clearly relates to the main topic. It includes several supporting details and/or examples.</p>
<p><b>Structure &amp; Organization</b></p> <p>3 possible points</p>	<p>Poor</p> <p>Writing unclear, disorganized. Thoughts are not expressed coherently.</p>	<p>Fair</p> <p>Writing is unclear, and thoughts are not well organized. Thoughts are not expressed in a logical manner.</p>	<p>Good</p> <p>Writing is mostly clear, concise, and organized with the use of excellent sentence/paragraph structure. Thoughts are expressed in a logical manner.</p>	<p>Excellent</p> <p>Writing is clear, concise, and well organized with the use of excellent sentence/paragraph structure. Thoughts reflect the <i><b>sociological imagination</b></i>.</p>
<p><b>Grammar</b></p> <p>1 possible point</p>	<p>Poor</p> <p>There are numerous spelling or grammar errors per page of writing reflection.</p>	<p>Fair</p> <p>There are more than five spelling or grammar errors per page of writing reflection.</p>	<p>Good</p> <p>There are no more than five spelling or grammar errors per page of writing reflection.</p>	<p>Excellent</p> <p>There are no more than three spelling or grammar errors per page of writing reflection.</p>

## Appendix C: Diversity, Equity, and Inclusion: My Intention and Commitment

I embrace the ideal of intellectual community enriched and enhanced by diversity along several dimensions, including race, ethnicity and national origins, gender and gender identity, sexuality, class, and religion. We are especially committed to increasing the representation of those populations that have been historically excluded from participation in U.S. higher education.

It is my intent that students from all diverse backgrounds and perspectives be well-served by this course, that students' learning needs be addressed both in and out of class, and that the diversity that the students bring to this class be viewed as a resource, strength, and benefit. It is my intent to present materials and activities that are respectful of diversity: gender identity, sexuality, disability, age, socioeconomic status, ethnicity, race, nationality, religion, and culture. Your suggestions are encouraged and appreciated. Please let me know ways to improve the effectiveness of the course for you personally, or for other students or student groups.

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*We acknowledge that we gather at Santa Rosa Junior College on the territorial traditional land of the Pomo People, past and present, and honor with gratitude the land itself and the people who have stewarded it throughout the generations.*

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