

**Fayetteville State University  
College of Arts and Sciences  
Department of Sociology  
SOC 412 (Race and Ethnic Relations)  
Fall 2011**

**I. Locator Information:**

Instructor: **Dr. Jerry N. Woods**    **Office Location: TSS, Room 204-A**  
**SOCI 412-01**                            **Office Hours: M, W, 10:00a.m.-12:00p.m.**  
**Race and Ethnic Relations**                            **T, TH, 10:00a.m.-12:00p.m.**  
Semester Credit Hours: **3**                            **\*And by appointment**  
Total Contact Hours: **45**                            **Office Phone: (910) 672-2220**  
**Classroom Location: TSS 103**    **Email: [jwoods1@uncfsu.edu](mailto:jwoods1@uncfsu.edu)**  
**M, W, F 12:00 p.m. - 12:50 p.m.**

**FSU Policy on Electronic Mail:** Fayetteville State University provides to each student, free of charge, an electronic mail account (username@uncfsu.edu) that is easily accessible via the Internet. The university has established FSU email as the primary mode of correspondence between university officials and enrolled students. Inquiries and requests pertaining to academic records, grades, bills, financial aid, and other matters of a confidential nature must be submitted via FSU email. Inquiries or requests from personal email accounts are not assured a response. The university maintains open-use computer laboratories throughout the campus that can be used to access electronic mail.

Rules and regulations governing the use of FSU email may be found at:  
<http://www.uncfsu.edu/PDFs/EmailPolicyFinal.pdf>

**II. Course Description:**

**SOCI 412** is a study of theories and principles of majority-minority relations, with emphasis on the status and problems of selected racial, ethnic, and religious minority groups in the United States and elsewhere.

**III. Disabled Student Services:** In accordance with Section 504 of the 1973 Rehabilitation Act and the Americans for Disabilities Act (ADA) of 1990, if you have a disability to please contact the Center for Personal Development in the Spaulding Building, Room 155 (1st Floor): 910-672-1203.

**IV. Required Textbook:**

Farley, John E. **Majority-Minority Relations**. 6<sup>th</sup> ed. Upper Saddle River, New Jersey: Prentice Hall, Inc., 2010.

**V. Student Learning Outcomes\*:**

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

1. explain the importance of the study of race and ethnic relations in sociology (DPI 5.1; 12.3; INTASC 1.4)
2. identify and describe the major concepts and theories on race and ethnic relations (DPI 5.4; 7.4; 10.1.)
3. describe the patterns of majority-minority relations that are likely to develop under given social conditions (DPI 4.3; 5.5; 9.2; 10.2)
4. identify and discuss the historical conditions that have influenced the statuses of racial/ethnic groups in the American educational, economic, political, and health care systems (DPI 6.1; 7.4; 8.3; NCATE 4.1; INTASC 3.5)
5. analyze the conditions that account for the persistence and/or the change in the patterns of race and ethnic relations (DPI 5.3; 6.1; NCATE 1.2.)
6. provide reasonable evaluation of various policies on race and ethnic relations (DPI 6.2; 8.5; NCATE 1.1.)

\*DPI, NCATE, INTASC standards are in parentheses.

#### **VI. Course Requirements and Evaluation Criteria:**

1. **Grading Scale:** A=92-100, B=83-91, C=73-82, D=64-72, F=63 or less (numbers indicate percentages)
2. **Attendance Requirements:** Each student is expected to **regularly and punctually attend class throughout the term and to participate in a meaningful way in class activities. Students must be present for the duration of the class. Absences beyond one unexcused absence will have an adverse effect on a student's grade. For an absence to be excused, the student must provide evidence (e.g., a physician's note) that justifies his or her failure to attend class. Arriving late to class or leaving early from class on two occasions in any combination without permission of the instructor will equal one absence. Students with excessive unexcused absences will fail this course. If a student is absent from class, the student is responsible for getting any notes, missed information, and assignments by contacting a fellow student, not by telephoning or emailing the instructor.**
3. **Graded Assignments:** Students will be evaluated on their performance on three examinations, including the final examination, and an oral

**presentation in class. Class participation and class attendance will be primary considerations. There will be no extra credit projects.**

**There will be no dropped examinations. All the examinations count and will be included in the calculation of the final grade.**

Dates for the exams are indicated on the assignment schedule. No make-up exams will be given except in cases of dire circumstances. In such cases, arrangements should be made with the instructor **before** the regular exam date, if possible.

Each student is expected to give a presentation on a race and/or ethnic relations issue in class. **The oral presentations will begin on October 12.** These will be research projects. A student's presentation will be approximately ten minutes long and followed by a five to ten minute period during which the presenter will receive questions and comments from class members and will offer clarification, further explanation, and/or defense of his or her work. **As in the case of a research paper, this oral report must be systematically organized. In other words, it must have an introduction, body, and conclusion and key points or issues must be clearly stated, logically arranged, and fully supported by authoritative sources. A student must identify his/her sources at the beginning of his/her presentation and make reference to those sources in his/her presentation where appropriate. A student will not be allowed to read his or her report, but rather must use only notes to make the presentation. This project must represent the student's own work.** At the class prior to the date of the scheduled presentation, the student must submit to the instructor the following materials stapled together in the order listed here: (1) The Evaluation and Grading Rubric for the Oral Presentation, (2) the sheet titled "Guidelines for the Oral/Classroom Presentation," with the student's name and topic written on it, (3) the Outline for the presentation, and (4) the Bibliography with at least five sources **appropriate for a research paper. The style used for the bibliography must be written at the top of the page.** The style for your bibliography may be that found in the Chicago Manual of Style, the Kate L. Turabian manual, or the American Sociological Association (ASA) manual. **I would like to see your topic by August 26th and your outline by September 2, 2011.**

**Suggested racial/ethnic relations issues from which to develop a topic for the oral presentation:**

- a. Prejudice is (is not) very important in majority/minority relations. (Chapter 3)

- b. The order (functionalist) perspective (or the conflict perspective) is the more accurate theoretical approach to the study of majority-minority relations. (Chapter 4)
- c. The changing patterns in race relations in the United States in the century between the Civil War of the 1860s and the Civil Rights Movement of the 1960s. (Chapter 6)
- d. The status of African Americans (or Hispanic Americans or Indian Americans) is (is not) improving. (Chapter 8)
- e. The effects of recent trends (e.g., in education) in the United States on economic inequality. (Chapter 10)
- f. The American government is the agent of the white oppressor (is the protector of minority rights.) (Chapter 11)
- g. Factors in the education of minorities (e.g., tracking,) that affect their progress. Chapter 12)

### Evaluation and Grading Rubric for the Oral Presentation

Category	Percentage	Your Score
Outline	10%	
Bibliography	5%	
Content	30%	
Organization	30%	
Sentence Construction	5%	
Word Choice	5%	
Delivery	5%	
Use of Sources	5%	
Overall Presentation	5%	
Total Score	100%	

1. **Outline** refers to how well the outline, which must be submitted, is structured and written.
2. **Bibliography** refers to whether the bibliography is submitted according to the specified style and guidelines.
3. **Content** refers to the ideas you present and your demonstrated knowledge of those ideas.

4. **Organization** refers to an introduction that specifies the key issues addressed; a discussion of those issues in the order they were identified; the smooth transition from introduction, to body, to conclusion; and the presentation of the material according to the outline.
  5. **Sentence Construction** implies that the sentences are logically organized, correct in subject and verb agreement and other rules of grammar, and varied in length and structure.
  6. **Word Choice** describes whether terms are appropriate, descriptive, and so on.
  7. **Delivery** refers to sufficient and equalized eye contact, using the extemporaneous method rather than reading or memorizing, posture, volume, and enthusiasm.
  8. **Use of Sources** refers to the utilization and identification of sources in the bibliography to support the ideas presented in the speech.
  9. **Overall Presentation** is the instructor's assessment of the student's effort and effectiveness.
  10. **Total Score** is the sum of the percentages for all the categories.
4. **Value of Each Assignment:** Each of the three examination will be 20 percent of your final grade for a total of 60 percent. The value of the oral presentation will be 25 percent. Attendance and participation will be 15 percent of your grade.
  5. **Missed Tests and Late Assignments:** All students are expected to take the exams and to submit the research paper on the assigned dates. **Only under extraordinary circumstance should a student miss an exam or fail to submit the paper on the due date. Missing an exam without an approved excuse will result in 10 percentage point being deducted from a student's grade for the exam.** Students who miss an exam without a legitimate excuse must take it the next time the class meets. **Class reports that are late** (not given on the chosen or assigned date) **will be penalized five percentage points.**
  6. **Student Behavioral Expectations:** The Code of the University of North Carolina (of which FSU is a constituent institution) and the FSU Code of Student Conduct affirm that all students have the right to receive instruction without interference from other students who disrupt classes.

FSU Core Curriculum Learning Outcome under Ethics and Civic Engagement (6.03): All students “will prepare themselves for responsible citizenship by fulfilling roles and responsibilities associated with membership in various organizations.” Each classroom is a mini-community. Students learn and demonstrate responsible citizenship by abiding by the rules of classroom behavior and respecting the rights of all members of the class.

**The FSU Policy on Disruptive Behavior (see FSU website for complete policy) identifies the following behaviors as disruptive:**

- a. Failure to respect the rights of other students to express their viewpoint by behaviors such as repeatedly interrupting others while they speak, using profanity and/or disrespectful names or labels for others, ridiculing others for their viewpoints, and other similar behaviors;
- b. Excessive talking to other students while the faculty member or other students are presenting information or expressing their viewpoints;
- c. Use of cell phones and other electronic devices;
- d. Overt inattentiveness (sleeping, reading newspapers);
- e. Eating in class (except as permitted by the faculty member);
- f. Threats or statements that jeopardize the safety of the student and others;
- g. Failure to follow reasonable requests of faculty members
- h. Entering class late or leaving early;
- i. Others as specified by the instructor: Leaving class to answer a cell phone or to make a phone call; wearing a hat, cap, or other inappropriate head covering while in class; chewing gum; and bringing children into the classroom during the class period

The instructor may take the following action in response to disruptive behavior. Students should recognize that refusing to comply with a reasonable request from the faculty member is another incidence of disruptive behavior.

- a. Direct student to decrease disruptive behavior.
- b. Direct student to change seating location.

- c. Require student to have individual conference with faculty member. At this meeting the faculty member will explain the consequences of continued disruptive behavior.
- d. Dismiss class for the remainder of the period. (Must be reported to the department chair)
- e. Lower the student's final grade by a maximum of one letter grade.
- f. File a complaint with the Dean of Students for more severe disciplinary action.

Students who believe the faculty member has unfairly applied the policy to them may make an appeal with the faculty member's department chair.

#### **VII. Academic Support Resources: University Learning Center, Writing Lab**

#### **VIII. Course Outline and Assignment Schedule: This calendar is subject to change as we go through the semester.**

##### **Week 1** (Aug 19)

Class Orientation: Discussion of the syllabus, including grading and the oral presentation

Orientation: Basic Terms and Concepts (Begin)

##### **Week 2** (Aug 22-Aug 26)

Orientation: Basic Terms and Concepts (Continue)

John E. Farley: Chapter 1

Prejudice: Its Forms and Causes

John E. Farley: Chapter 2

**August 25--Interim Grading Period Begins, X (No-Show), EA, and F grades**

##### **Week 3** (Aug 29-Sep 2)

Reducing Prejudice: How Achievable? How Important?

John E. Farley: Chapter 3

**August 30--Deadline for X (No-Show Grades)**

##### **Week 4** (Sep 5-Sep 9)

Macro-Sociological Perspectives: The Order and Conflict Models

John E. Farley: Chapter 4

**September 5 (M) -- LABOR DAY, UNIVERSITY CLOSED**

##### **Week 5** (Sep 12-Sep 16)

**\*Exam #1 (Wednesday, September 14)**

Origins and Causes of Racial and Ethnic Inequality

John E. Farley: Chapter 5

**Week 6 (Sep 19-Sep 23)**

**September 20 (T) -- FALL CONVOCATION, 2:00 p. m.**

Changing Patterns of Majority-Minority Relations in the United States

John E. Farley: Chapter 6

**Week 7 (Sep 26-Sep 30)**

Minority Group Movements and Their Impact on Society

John E. Farley: Chapter 7

**Week 8 (Oct 3-Oct 7)**

Changing Values, Goals, and Models: New Thinking on Assimilation, Pluralism, and Separatism

John E. Farley: Chapter 8

**MIDTERM EXAMS, October 6 (TH) -- October 12 (W)**

**October 7 (Friday), Interim grading period ends**

**Week 9 (Oct 10-Oct 14)**

Cross Cultural Studies of Majority-Minority Relations

John E. Farley: Chapter 9

**ORAL PRESENTATIONS WILL BEGIN (Wednesday, October 12)**

**Week 10 (Oct 17-Oct 21)**

The Status of Majority and Minority Groups in the United States Today

John E. Farley: Chapter 10

**OCTOBER 17 (M) -- OCTOBER 18 (T), MIDTERM BREAK , NO CLASSES, UNIVERSITY OPEN**

**Week 11 (Oct 24-Oct 28)**

**Exam #2 (Wednesday, October 26)**

The Economic and Health Care Systems and Minority Groups in America

John E. Farley: Chapter 11

**OCTOBER 28 (F) Deadline for Removing Incomplete ("I") Grades**

**OCTOBER 28 (F) Deadline for Withdrawing from Classes**

**Week 12 (Oct 31-Nov 4)**

Living Apart: Housing Segregation in America

John E. Farley: Chapter 12

**Week 13 (Nov 7-Nov 11)**

The American Political and Legal System and Majority-Minority Relations

John E. Farley: Chapter 13

**Week 15** (Nov 14-Nov 18)

Education and American Minority Groups

John E. Farley: Chapter 14

**Week 16** (Nov 21-Nov 25)

Current Trends in Majority-Minority Relations

**November 24 (TH -- November 25 (F), THANKSGIVING HOLIDAY,  
UNIVERSITY CLOSED**

**Week 17** (Nov 28-Dec 2)

Current Debates: Affirmative Action, Immigration, and Race Versus Class

John E. Farley: Chapters 15 and 16

**\*Final Exams for Graduating Seniors (November 28 – December 3)**

**Final Grades Due for Graduating Seniors (Monday, Dec 5)**

**Last Day of Classes (Friday, December 2)**

**\*Final Exams for Students not Graduating (Wednesday, Dec 7, 12:00  
p.m.-1:50 p.m.)**

**\*EXAM #3/FINAL EXAM – TBA**

**Commencement (Saturday, Dec 10, 9:00a. m.)**

**Final Grades Due for Students not Graduating (Monday, Dec 12)**

**IX. Teaching Strategies:**

Since this is an upper level major class, **the primary teaching strategies will be lecture and discussion.** Each student is expected to read the assigned readings and participate in an analysis or evaluation of those readings at the next meeting. **It is essential that each student come to class prepared to discuss the readings and assignments. Active and reasoned participation is required.**

**X. Bibliography**

Aguirre, Adalberto and David Baker. eds. Notable Selections in Race and Ethnicity. 3rd ed. Guilford, Connecticut: McGraw-Hill/Dushkin, 2001.

Beeghly, Leonard. The Structure of Social Stratification in the United States. 5th ed. Boston, MA: Allyn and Bacon, 2008.

Desmond, Matthew and Mustafa Emirbayer. Racial Domination, Racial Progress: The Sociology of Race in America. New York: McGraw-Hill, 2010.

Dunbar, Leslie W. ed. Minority Report: What Has Happened to Blacks, American Indians, and Other Minorities in the Eighties? New York: Pantheon Books, 1984.

- Farrow, Anne, Joel Lang and Jenifer Frank. How the North Promoted, Prolonged, and Profited from Slavery. New York: Ballantine Books, 2006.
- Feagin, Joe R. and Claire Booher Feagin. Racial and Ethnic Relations. 6<sup>th</sup> ed. Upper Saddle River, New Jersey: Prentice Hall, Inc., 1999.
- Fireside, Daniel, Amy Gluckman, Smriti Rao, Alejandro Reuss, and the Dollars and Sense Collective. The Wealth Inequality Reader. 3<sup>rd</sup> ed. Boston, Massachusetts: Dollars and Sense—Economics Affairs Bureau, 2009.
- Gallagher, Charles A. Rethinking the Color Line: Readings in Race and Ethnicity. 4<sup>th</sup> ed. Boston: McGraw-Hill Higher Education, 2009.
- Grusky, David B. and Szonja Szelenyi. eds. The Inequality Reader: Contemporary and Foundational Readings in Race, Class, and Gender. Boulder, Colorado: WestviewPress/Perseus Books, 2007.
- Higginbotham, A. Leon, Jr. In the Matter of Color: Race and the American Legal Process: The Colonial Period. New York: Oxford University Press, 1978
- Kromkowski, John A. ed. Annual Editions: Race and Ethnic Relations, 95/96. Guilford, Connecticut: Dushkin Publishing Co., 1995.
- Lawson, Steven F. ed. One America in the 21st Century: The Report of President Bill Clinton's Initiative on Race. Foreword by John Hope Franklin. New Haven, Connecticut: Yale University Press, 2009.
- McLemore, S. Dale. Racial and Ethnic Relations in America. Belmont, California: Wadsworth Publishing Co., 1994.
- Marger, Martin N. Race and Ethnic Relations: The American Global Perspectives. 4<sup>th</sup> ed. Belmont, California: Wadsworth Publishing Co., 1997.
- National Urban League. The State of Black America 2007: Portrait of the Black Male. National Urban League: Beckham Publications Group, Inc., 2007.
- Pinkney, Alphonso. Black Americans. Upper Saddle River, New Jersey: Prentice Hall, 2000.
- Roediger, David R. The Wages of Whiteness: Race and the Making of the American Working Class. New York: Verso/New Left Books, 2007.
- Schaefer, Richard T. Racial and Ethnic Groups. 8<sup>th</sup> ed. Upper Saddle River, New Jersey: Prentice Hall, Inc., 2000.

Schwartz, Barry N. and Robert Disch. White Racism: Its History, Pathology and Practice. New York: Laurel/Dell Publishing, 1970.

Sugrue, Thomas J. Sweet Land of Liberty: The Forgotten Struggle for Civil Rights in the North. New York: Random House, 2008.

Western, Bruce, Leonard Lopoo, and Becky Pettit. Punishment and Inequality in America. New York: Russell Sage Foundation, 2006.

Yetma, Norman R. Majority and Minority: The Dynamics of Race and Ethnicity in American Life. 5<sup>th</sup> ed. Boston: Allyn and Bacon, 1991.

Zack, Naomi. Thinking About Race. Belmont, California: Wadsworth Publishing Co., 1998.