RACE AND ETHNIC RELATIONS (2345)
(SOCI 412 SECTION 01: 3 Credit Hours)
Total Contact Hours for the Course: Approximately 45
Fayetteville State University
College of Arts and Sciences
Department of Sociology
Spring Semester 2014

Tuesday and Thursday, 9:30 AM – 10:45 AM
Taylor Social Science Building Room 103

Instructor: Professor Stacye Blount
Office: Williams Hall 212
Phone: (910) 672-1531 (office)
(910) 672-1122 (Sociology Department: 110 Taylor Social Science Building)
E-mail: sblount@uncfsu.edu (the best way to contact me)

Office Hours:
- Tuesday and Thursday: 11:00 AM – 2:00 PM
- Wednesday: 10:30 AM – 12:30 PM (by appointment only)

FAYETTEVILLE STATE UNIVERSITY ELECTRONIC MAIL POLICY

FSU provides each student, free of charge, an e-mail account (username@uncfsu.edu) that is easily accessible through the Internet. The university has established e-mail as the primary mode of communicating with enrolled students about impending deadlines, upcoming events, and other information important to student progression at the university. **Students are responsible for reading their e-mail on a regular basis to remain aware of important class and university information.** The university maintains computer labs for students use, and these labs are available for checking e-mail. Students making inquiries through e-mail to FSU faculty and staff about academic records, grades, bills, financial aid, and other matters of a confidential nature are required to use their FSU e-mail account. Rules and regulations governing the use of FSU e-mail may be found at the following website:
http://www.uncfsu.edu/policy/general/FSUE-mailFINAL.pdf

COURSE OVERVIEW AND DESCRIPTION

This course focuses on 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. Specifically, this seminar focuses on the social construction of race and ethnicity and their interactions with the provision of racialized opportunities in social institutions. The course is reading and writing intensive.


**DISABILITY DISCLOSURE STATEMENT**

- If you have a disability (e.g., visual impairment, hearing impairment, physical impairment, communication disorder, and/or specific learning disability) which may influence your performance in this course, you must meet with a representative in the Center for Personal Development to arrange for reasonable accommodations to ensure an equitable opportunity to meet all the requirements of this course. If you require accommodations due to disability, please contact the Center for Personal Development at 672-1222, Campus Location: Spaulding Building. You will need to complete the Services for Students with Disabilities form (website address: http://www.uncfsu.edu/studentaffairs/clpd/disabled_student_services.htm).

- Note: You are not excused from completing the requirements for this course because you have a letter from the Center for Personal Development.

**REQUIRED TEXTBOOK/COURSE MATERIALS**


- Readings on Blackboard (as necessary-BB in the course schedule)
  - These articles are found under Readings for the Course in Blackboard.
  - Note: As needed, I will distribute additional readings in class or on-line. This situation will probably occur when news in mass media is relevant to course material and/or when I discover an article that is better suited than the one I had initially assigned for a particular topic. Although these readings may be assigned on an impromptu basis, they are required readings for the course.

- Audience Response System Clicker (if applicable, provided by the instructor)

**STUDENT LEARNING OUTCOMES:**

The following learning outcomes are outlined for students enrolled in this class:

- Explaining sociological concepts and theoretical perspectives related to race
- Analyzing historical, cultural, and social events using concepts and theoretical perspectives related to race
- Analyzing scholarly articles related to race

**COURSE REQUIREMENTS AND EVALUATION CRITERIA**

As your professor, I strive to maintain a classroom environment that promotes an optimal learning experience; therefore, you are expected to abide by the guidelines (see below) for this class.

**Attendance**

Your contribution to this class is important to your classmates and me; therefore, I STRONGLY recommend consistent attendance and participation. If you desire to have a meaningful, interesting, and rewarding experience in this class, it will be necessary for you to be prepared for this class. I shall capture your attendance patterns.
During the first half of the semester/term, faculty will assign an interim grade of “EA (Excessive Absences)” for students whose class absences exceed 10% of the total contact hours for the class. Students who receive EA interim grades must either withdraw from the class or resume attendance. Students who resume attendance must consult with the instructor about [possible] completion of missed assignments. The EA is not a final grade; therefore, students who are assigned an interim grade of EA, but do not withdraw from the class, will receive a final grade based on the evaluation criteria for the class.

FSU Policy on Disruptive Behavior in the Classroom
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.

The FSU Policy on Disruptive Behavior identifies the following behaviors as disruptive:

- Failure to respect the rights of other students to express their viewpoints 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;
- Excessive talking to other students while the faculty member or other students are presenting information or expressing their viewpoints;
- Use of cell phones and other electronic devices that are in violation of the class syllabus;
- Overt inattentiveness (e.g., sleeping, reading newspapers, doing work for another class during the class period);
- Eating in class (except as permitted by the faculty member);
- Threats or statements that jeopardize the safety of individuals;
- Failure to follow reasonable requests of faculty members; and/or
- Entering class late or leaving class early on a regular basis.
- Other behaviors as specified by the instructor (see additional items related to Sociology 470: Section 01 below)

Additional Sociology 412 (Race and Ethnic Relations) Expectations for Behavior

- In accordance with the above policy, it is disruptive and rude to enter and re-enter the classroom during the class period. Please tend to personal matters before the beginning of the class period.
- Children are not permitted in the classroom. Classroom guests must have prior approval of the instructor.
- Students should wear attire that is appropriate for the classroom. Determination of appropriate attire is at the discretion of the instructor.

The instructor may take the following actions in response to disruptive behavior:

- Direct student(s) to cease disruptive behavior.
- Direct student(s) to change seating locations.
- Require student(s) to have an individual conference with the faculty member. During this meeting, the faculty member will explain the consequences of continued disruptive behavior.
- Direct student(s) to leave class for the remainder of the class period.
- Dismiss class for the remainder of the period. This action must be reported to the chairperson of the department.
- Deduct points from the final grade for a student.
- 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 chairperson of the department.
NOTE: For the complete FSU policy on disruptive behavior in the classroom, please see the following website: www.uncfsu/policy/academic_affairs/DisruptiveBehavior_Final.pdf.

Important Dates: Spring Semester 2014

- Monday, January 20, 2014: Martin Luther King Holiday
- Friday, January 24, 2014: Deadline for Submission of X (NO-SHOW) Grades
- Saturday, March 1, 2014: Midterm Exams Begin
- Friday, March 7, 2014: Midterm Exams End
- Saturday, March 8, 2014: Spring Break Begins
- Monday, March 10, 2014: Midterm Grades Due
- Friday, March 14, 2014: Spring Break Ends
- Friday, March 28, 2014: Deadline for Withdrawal from Classes
- Thursday, April 10, 2014: Founders Day
- Friday, April 18, 2014: Spring Holiday
- Friday, April 25, 2014: Deadline for Withdrawal from the University
- Friday, May 2, 2014: Last Day of Classes

Please review the full academic calendar for the 2013-2014 year at http://catalog.uncfsu.edu/academic-calendar.htm.
Course Policies

- **Course Buddies:** I advise you to exchange contact information with two course buddies. You should use these course buddies as resource persons for this class in the event that you are absent from class. You are responsible for information missed due to absence.

- **Class Website:** The course website is maintained on Blackboard. It will provide access to documents and announcements connected to the class. I will do my best to be diligent about posting the discussion outline under Discussion Notes in Blackboard before class. Please check Blackboard daily for course updates and announcements. You are responsible for material posted in Blackboard.

- **Submission of Assignments:** Each assignment will have specific instructions for submission. **Please do not send any assignments to my e-mail address without prior approval from me.**

- **Late Assignments:** I do not accept late assignments. NO EXCEPTIONS.

- **Late Arrival to Class:** Be diligent about arriving to class on time. If you must arrive late to class and/or leave early from class, please respect your classmates and me by entering and/or leaving in a quiet manner.

- **Grade Discrepancies and Appeals:** You are responsible for keeping all graded work until final grades have been assigned by me. If a discrepancy exists between my calculations and your calculations, it is your responsibility to prove the number of points that you earned during the semester. Please check the grade center in Blackboard to be certain that the grade that is written on your assignment and the grade recorded in the grade center are the same grade. If you wish to appeal a grade, you must provide the reason for the grade appeal in writing. I must receive the grade appeal request within one week of the date that a graded assignment is returned to you. I will only address grade appeal requests that are submitted in written form. Be aware that a re-evaluation of your work may result in a lower grade than the original grade. Grade appeals are NOT meant to be opportunities to re-write your assignments. I will alert you when I will accept a “revise and resubmit” version of an assignment.

- **Revision and Resubmission of Assignments:** At my discretion, you may revise and resubmit an assignment for regrading by me. Before you revise and resubmit an assignment, you must meet with me to discuss the challenges in the paper. If you do not meet with me, you cannot revise and resubmit the assignment. The final grade for the assignment will be the mean of the sum of the scores earned on the original assignment and the revised assignment.

- **Make-up for Major Exams:** The exam for this class will be available online in Blackboard. Each student will have two attempts for the exam. I shall record the higher grade for the exam grade. The exam will have a 6-day test window period whereby the exam will be available in Blackboard until the test window ends. Students can complete the test anytime during the period that the test window is open; therefore, it should not be necessary to request a make-up exam for any exam. It is highly unlikely that a student should miss the entire test window for any exam; therefore, I shall give a make-up exam in very rare and extreme emergency situations. The student must have the appropriate documentation to document his or her reason for not being able to take the exam during the test window period. It is at my discretion as to whether I give a make-up exam. **This policy is not applicable to missed in-class assignments (to include application writing, reflective writing, and extra credit assignments), discussion preparations, and/or quizzes.**
• **Incomplete Grades:** I do not give incomplete grades.

• **Religious Observances:** The policy for religious observances can be found at the following website: [http://www.uncfsu.edu/policy/subject.htm](http://www.uncfsu.edu/policy/subject.htm). The policy is located under the *Academic Affairs* section.

• **Extra Credit:** Extra credit opportunities are provided at my discretion.

• **Academic Integrity:** All students are expected to display academic integrity. Suspected violations such as plagiarism, cheating, and fabrication are examples of academic dishonesty and will be dealt with according to the university policy ([http://www.uncfsu.edu/handbook/pdf/Codeofconduct.pdf](http://www.uncfsu.edu/handbook/pdf/Codeofconduct.pdf)).

• **Assistance with the Course:** If you are having difficulty in this course, please come see me as soon as possible. Please do not wait until the last minute to come talk to me about your performance in this class. I am happy to assist you with course material. If you do not alert me in a timely manner, it is unlikely that I will be able to assist you with the situation. Additionally, do not approach me with discussion about your academic progress before or after class. Discussion about academic progress is a private issue; therefore, it is my practice to have those conversations in my office. Feel free to visit me during my office hours to discuss your progress in the class. If you are unable to visit me during office hours, please make an appointment to see me.

• **Writing Center/Smart Thinking:** Tutors at the writing center are available to help you with your writing assignments. The university writing center is located in 216C Helen Chick Building. The phone number is 672-1864. Please check the website for hours of operation ([http://www.uncfsu.edu/learningcenter/writingcenter/index.htm](http://www.uncfsu.edu/learningcenter/writingcenter/index.htm)). In addition to the writing center, the university sponsors access to Smart Thinking. This program is under *Tools* in Blackboard.

• **E-mail Messages:** I will answer e-mail messages that you send to me. Please put Sociology 412 in the subject area and be certain that your FULL NAME appears somewhere in the e-mail message. I will not respond to e-mail messages that do not contain your full name and SOCIOLOGY 412 in the subject line. Furthermore, please use Standard Written English in your e-mail messages to me. Do not use text message syntax in e-mail messages that you send to me. Our relationship is a professional one. Thus, your e-mail message to me should begin (“Dear Professor Blount”) and end in a professional tone. I am diligent in responding to e-mail messages that you send to me. I do not respond to e-mail messages that are not sent from your UNCFSU e-mail account.

• **Syllabus Changes:** I have the right to amend the contents of this syllabus and/or the schedule during the term to accommodate unanticipated events and developments. Furthermore, it is my right to modify the content of the syllabus when student learning will be enhanced by flexibility and responsiveness of your professor. You are responsible for any changes in the syllabus that are announced in class, in Blackboard, and/or through e-mail messages sent to your UNCFSU account. Be assured that changes will be fair, reasonable, and in your best interest. Please maintain your UNCFSU e-mail account.
• **Statements Concerning Electronic Devices in the Classroom**
  
  o Personal laptops should be for note-taking and/or for retrieving information that is relevant to class discussions.
  o Please turn all electronic devices to vibrate or silent mode (preferable mode). It is amazing that you can check your electronic device AFTER class and see who called you and/or sent a text message to you. It is rude to send text messages during the class period. If you have special circumstances, please inform me.
  o **Note:** It is possible that opportunities will exist for you to use your cell phone or smartphone to send text messages for responses to questions posed in class. In these instances, the use of these devices to send text messages in class is permissible by me.

• The environment in this class is governed by the Student Code of Conduct (http://www.uncfsu.edu/handbook/pdf/Codeofconduct.pdf).

• You are responsible for having knowledge of information printed in the undergraduate catalog that is applicable to you (http://catalog.uncfsu.edu/ug/ugindex.htm).
Learning to Write and Writing to Learn: Useful Resources

Writing is an evolutionary (describing a gradual process in which something usually changes into a complex or better form) action. Writing skills are usually improved with practice. Even though I will be diligent in giving instructions with clear expectations to you and providing useful and constructive feedback to you, it is important that you approach your writing assignments with purpose.

I expect you to proofread your writing. It is important that you use correct grammar, spelling, punctuation, and sentence structure. Poor sentence mechanics can interfere with clarity of the content. Good online grammar resources are Grammar Girl (http://grammar.quickanddirtytips.com/) and Big Dog’s Grammar (http://aliscot.com/bigdog/). A good online dictionary resource is The Free Dictionary (http://www.thefreedictionary.com/). The Purdue Online Writing Lab is an excellent resource (http://owl.english.purdue.edu/). Additionally, the UNC-Chapel Hill Writing Center is an excellent resource (http://www.unc.edu/depts/wcweb/). Once you are at the website, click on Student Resources and Handouts to retrieve helpful documents about writing.

It is mandatory that you use the American Sociological Association (ASA) formatting and style guide for your papers. The ASA guidelines are the only guidelines that I will accept in this class. I have provided a copy of the style guide as a reference guide for tutors in the writing lab.

In this course, I expect your writing to demonstrate to me that you are thinking and learning about social change. Additionally, writing offers the opportunity for you to purposely grapple with concepts and theories related to sociology and social change and apply those concepts and theories to the social world.
GUIDELINES FOR GENTLE CLASS DISCUSSIONS

- Acknowledge that racism, classism, sexism, heterosexism, and other institutionalized forms of oppression exist in our society.
- Acknowledge that one mechanism of institutionalized racism, classism, sexism, heterosexism, and the like is that we are all systematically misinformed about our own group and about members of other groups. This statement is true for members of oppressed and privileged groups.
- Agree not to blame ourselves or others for the misinformation we have learned, but to accept responsibility for not repeating misinformation after we have learned otherwise.
- Agree not to “blame victims” for the condition of their lives.
- Assume that people—both the groups we study and the members of this class—always do the best they can.
- Actively pursue information about our groups and those persons who belong to other groups.
- Share information about our groups with other members of the class, and never demean, devalue, or in any way “put down” people for their experiences.
- Agree to combat the myths and stereotypes about our own groups and other groups so that we can break down the walls that prohibit group cooperation and group gain.
- Create a safe atmosphere for open discussion. If members of the class wish to make comments that they do not want repeated outside the classroom, they can preface their remarks with a request that class members agree not to repeat the remarks.

Course Requirements and Grading

Discussion Preparations (possible total points: 150 points - 6 @ 25 points each)
Eleven discussion preparations are due in the semester. I shall use your highest six (6) scores in the calculation of your highest grade. Preparation for discussions about articles will require you to answer questions based on the reading. Although, you will submit your discussion preparations under the appropriate link in Blackboard, you will need access to the document and the article for class discussion. Please see the Discussion Preparation guidelines for details about this assignment. I shall not accept late assignments - NO EXCEPTIONS. If you do not submit a discussion preparation, it will count as one of your five “freebies.”

Exam (possible points: 100 points)
I shall administer the exam online in Blackboard. Details are forthcoming. The exam will consist of twenty-five multiple choice questions.

Possible Total Number of Required Points: 250 points
At the end of the semester, I will calculate your final grade by dividing the total points earned by you by the total number of possible points (250) that can be earned in the course and multiplying the result by 100. I do not grade on a curve.

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<tr>
<th>Grade Percentage</th>
<th>Letter Grade</th>
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<tbody>
<tr>
<td>92-100</td>
<td>A</td>
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<tr>
<td>83-91</td>
<td>B</td>
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<td>73-82</td>
<td>C</td>
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<td>64-72</td>
<td>D</td>
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<tr>
<td>0-63</td>
<td>F</td>
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Note: If you do not understand my expectations of you for a particular assignment, you need to contact me BEFORE you complete the assignment.

Midterm Grade Calculation
I will use grades for assignments that are scheduled from Monday, January 13, 2014, to Thursday, March 6, 2014, to calculate your midterm grade. I will not drop any grades for the calculation of your midterm grade. I shall not use extra credit points in the calculation of the midterm grade. I shall use extra credit points earned by you in the calculation of the final grade.
TENTATIVE COURSE TOPICS AND READING SCHEDULE

Week 1  Tuesday, January 14, 2014  
• Welcome to the Class/Meet and Greet

Week 1  Thursday, January 16, 2014  
• Review of Syllabus/Course Blackboard Site  
• Review of Discussion Preparation Guidelines

Week 2  Tuesday, January 21, 2014  
• Reading: The Cycle of Socialization (BB)  
• Reading: The Cycle of Liberation (BB)

Week 2  Thursday, January 23, 2014  
• Reading: What’s The Problem? (BB)  
• Reading: Thinking Like a Sociologist/Sociological Imagination (BB)

Week 3  Tuesday, January 28, 2014  
• Reading Discussion: Civil Disobedience (BB)  
• Discussion Preparation #1: Civil Disobedience  
• You will need access to the article and your preparation for discussion on Tuesday, January 28, 2014.

Week 3  Thursday, January 30, 2014  
• Chapter 1: An Introduction to Race and Ethnicity (Scott)  
• Chapter 2: Social Inequality: Prejudice and Discrimination (Scott)  
• Not Even Past: Introduction (Sugrue)  
• Discussion Preparation #2: Introduction: Not Even Past

Week 4  Tuesday, February 4, 2014  
• Chapter 3: Dominant Ideologies, Oppression, and Inequalities (Scott)  
• Chapter 4: Privilege and White Supremacy (Scott)

Week 4  Thursday, February 6, 2014  
• Chapter 5: Internalized Oppression (Scott)  
• Begin watching the documentary: Hidden Colors Part I

Week 5  Tuesday, February 11, 2014  
• Continue watching documentary: Hidden Colors Part I

Week 5  Thursday, February 13, 2014  
• Review: Exam #1  
• Topics: Thinking Like a Sociologist, Sociological Imagination, Cycle of Socialization, Cycle of Liberation, Civil Disobedience Prejudice and Discrimination, Dominant Ideologies, Privilege, White Supremacy, Internalized Oppression

EXAM TEST WINDOW: FRIDAY, FEBRUARY 14, 2014 – THURSDAY, FEBRUARY 20, 2014
Week 6  
**Tuesday, February 18, 2014**
- Documentary: *Race: The Power of an Illusion: Part II: The Story We Tell*

**Week 6**  
**Thursday, February 20, 2014**
- Chapter 6: Education (Scott)
- Discussion Preparation #3: *Out of School and Off Track: The Overuse of Suspensions in American Middle and High Schools* Executive Summary (BB)
- Podcast: NPR Tell Me More: Suspension Rates ‘Shock the Conscience,’ Says Researcher (BB)

**Week 7**  
**Tuesday, February 25, 2014**
- Chapter 7: Residential Segregation (Scott)
- Documentary: *Race: The Power of an Illusion: Part III: The House We Live In*

**Week 7**  
**Thursday, February 27, 2014**
- *Not Even Past*: Chapter 1, page 11-top of page 35 (Sugrue)
- Discussion Preparation #4

**Week 8**  
**Tuesday, March 4, 2014**
- *Not Even Past*: Chapter 1, page 35-page 55
- Discussion Preparation #5

**Week 8**  
**Thursday, March 6, 2014**
- Discussion: 50th Anniversary of Civil Rights Act of 1964
- Reading: Civil Rights Act of 1964 (BB)

**Week 9**  
**Tuesday, March 11, 2014**
- **SPRING BREAK-ENJOY!**

**Week 9**  
**Thursday, March 13, 2014**
- **SPRING BREAK-ENJOY!**

**Week 10**  
**Tuesday, March 18, 2014**
- *Not Even Past*: Chapter 2, page 56-middle of page 70 (Sugrue)
- Discussion Preparation #6

**Week 10**  
**Thursday, March 20, 2014**
- *Not Even Past*: Chapter 2, pages 70-91 (Sugrue)
- Discussion Preparation #7

**Week 11**  
**Tuesday, March 25, 2014**
- Chapter 10: Health Inequality (Scott)
- Documentary: *Unnatural Causes: Is Inequality Making Us Sick?*

**Week 11**  
**Thursday, March 27, 2014**
- Chapter 11: The Law (Scott)
- Video: Ted Talks: Michelle Alexander

**Week 12**  
**Tuesday, April 1, 2014**
- Chapter 12: Land and Property (Scott)
Week 12  Thursday, April 3, 2014  
- Chapter 13: Immigration and Citizenship (Scott)

Week 13  Tuesday, April 8, 2014  
- *Not Even Past*: Chapter 3, page 92-top of page 108  
- Discussion Preparation #8

Week 13  Thursday, April 10, 2014  
- *Not Even Past*: Chapter 3, page 108-middle of page 124  
- Discussion Preparation #9

Week 14  Tuesday, April 15, 2014  
- *Not Even Past*: Chapter 3, page 124-page 137  
- Discussion Preparation #10

Week 14  Thursday, April 17, 2014  
- Recap: *Not Even Past*

Week 15  Tuesday, April 22, 2014  
- Chapter 15: Undoing Racism (Scott)

Week 15  Thursday, April 24, 2014  
- Reading: *Healing America: A Funder’s Commitment to Racial Equality* (BB)  
- Discussion Preparation #11

Week 16  Tuesday, April 29, 2014  
- Course Wrap-Up: Your Thoughts on Race

Week 16  Thursday, May 1, 2014  
- LAST DAY OF CLASS-NO CLASS

TEACHING STRATEGIES

This course employs the following pedagogical tools: lectures, class discussions (using the Socratic Method), writing assignments, progress assessments, and the use of film.
REFERENCES


APPENDIX A: THE ROLE OF THE PROFESSOR IN CLASS DISCUSSIONS
I desire to establish an active dialogue that encourages you to incorporate active and reflective thinking in your study of sociology. Thus, I view my role as facilitator of class discussions.

APPENDIX B: NOTE ABOUT READINGS FOR CIVIC ENGAGEMENT
The four readings designated for the civic engagement component of this course can be found in the book entitled The Civically Engaged Reader: A Diverse Collection of Short Provocative Readings on Civic Activity (see references above).

APPENDIX C: DISCLAIMER ABOUT POSSIBLE OFFENSIVE MATERIAL
Some material presented in this class may be offensive to you. Films and/or written material may contain course language and/or harsh descriptions of social issues. If the material covered in this class questions your race, ethnicity, social class, gender, sexuality, faith, or any other aspect of your identity, please take the opportunity to evaluate the basis for your reaction.