



CAMPBELLSVILLE UNIVERSITY

COURSE SYLLABUS

PLEASE TYPE. DATE January 19, 2017

ACADEMIC UNIT Social Science FACULTY Carey Ruiz

Please check to indicate this course has a service learning component.

Discipline	Course# Section	Title of Course	Credit Hours	Cross Reference (if applicable)
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SOC	342-01	Sociology of Race and Ethnicity	3	
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TEXTBOOK Required Not Required

Author Gallegher, Charles A. Title Rethinking the Color Line

Publisher McGraw Hill Date of Publication 2008

WORKBOOK

Author _____ Title _____

Publisher _____ Date of Publication _____

PLEASE ANSWER THE FOLLOWING QUESTIONS ON A SEPARATE SHEET OF PAPER AND ATTACH TO THIS FORM.

- DESCRIPTION OF COURSE: Develop a brief description of the course as it will appear in the Catalog.
- STUDENT LEARNING OBJECTIVES: List the student learning objectives for the course. Please relate these objectives to the mission and goals of the University and the Academic Unit. For general education courses, please indicate which student learning objectives address general education goals and the intended method of assessment. A minimum of four of the seven general education goals must be included.

Example: Students will demonstrate their ability to compare and contrast two types of basket weaving. (Goal: Oral and Written Communication; Evidence: research paper and class presentation)
- COURSE OUTLINE: Outline the topics/units that are to be taught.
- EVALUATION: How do you plan to determine the grade in the course? Please include grading scale.
- REQUIREMENTS:
 - Examinations: State when tests are to be administered, including unit, mid-term, and final examinations.
 - Reports: How many, length required, and what type (Oral, term and/or research, book critiques).
 - Supplemental reading assignments or outside work required.
 - Supplemental instruction aids: Audio visual aids, field trips, guest speakers, etc.
- BOOKLIST

DEAN Michael R. Page

Date Copy Received 1/20/2017

VICE PRESIDENT FOR ACADEMIC AFFAIRS

Date Copy Received _____



Sociology of Race and Ethnicity

Course: SOC 342

Tuesday/Thursday 9:30-10:45AM

Location: Druien Hall 1

Instructor: Dr. Carey Ruiz

Office: 217 Druien Hall

Office Hours: MWF 1-3PM T/Th 11:00-12:00PM

Or by appointment

Email: cdruiz@campbellsville.edu

Course Description and Objective:

I have four goals for this course: 1) To clarify the definition and differences of prejudice, racism and ethnicity, 2) to explore the historical, sociological evolution of racism and cultural differences within U.S. society, 3) to begin to see the relationship between racism and cultural differences and social structures, and 4) to move away from seeing racism cultural differences as individual pathology but rather something that is both pervasive and insidious in our society. A good understanding of some basic sociological concepts is required for participation in the course. I recommend the course only for those students who have taken at least one basic course in sociology if not two.

Reading Material:

Gallegher, Charles A. 2008. *Rethinking the Color Line: Readings in Race and Ethnicity* 5th ed. Boston, MA: McGraw-Hill.

Rothenburg, Paula , ed. 2015. *White Privilege: Essential Readings on the Other Side of Racism,,* 5th ed. New York: Worth Publishers.

Coates, Ta'Nahesi. 2015. *Between the World and Me.* New York: Spiegel and Grau

Alexie, Sherman. 2007. *The Absolutely True Diary of a Part-Time Indian.* New York: Littleton and Company.

Late Policy and Class Expectations:

Chronic tardiness is distracting to both the instructor and other students. Please be mindful of this and be in class on time. In addition, this class will be discussion driven. You are expected to come to class prepared by having read the material required for that class meeting (listed on the syllabus). I expect students to actively participate in class discussions (and there will be many discussions over the course of this semester). There are several criteria for successful class discussions:

1. Be in class
2. Familiarize yourself with the topic prior to coming to class. This requires you to actually read the material that will be discussed beforehand.
3. We will spend quite a bit of time discussing the problems of racism. Diversity of opinion is welcome; intolerance and disrespect are not.
4. Students should also earnestly participate in any class room activity and refrain from reading other materials, studying for other classes and/or holding private conversations with others during class.

Students with Disabilities:

Disability Statement: Campbellsville University is committed to reasonable accommodations for students who have documented learning and physical disabilities, as well as medical and emotional conditions. If you have a documented disability or condition of this nature, you may be eligible for disability services. Documentation must be from a licensed professional and current in terms of assessment. Please contact the Director of Disability Services at (270) 789-5450 to inquire about services.

Campus Security: Cell Phone: (270) 403-3611; Office: (270) 789-5556

Title IX Statement: Campbellsville University and its faculty are committed to assuring a safe and productive educational environment for all students. In order to meet this commitment and to comply with Title IX of the Education Amendments of 1972 and guidance from the Office for Civil Rights, the University requires all responsible employees, which includes faculty members, to report incidents of sexual misconduct shared by students to the University's Title IX Coordinator.

Title IX Coordinator:

Terry VanMeter

1 University Drive

UPO Box 944

Administration Office 8A

Phone – 270-789-5016

Email – twvanmeter@campbellsville.edu

*Information regarding the reporting of sexual violence and the resources that are available to victims of sexual violence is set forth at: www.campbellsville.edu/titleIX

Class Policies and Requirements:

You can find a list of all policies for classes in the Campbellsville University Student Handbook. These policies include: attendance, participation, academic honesty, reasonable accommodations, class expectations, reading assignments, etiquette and communications, and grading policies and scales. You are responsible for knowing all the information in those policies, as they are part of the course information and contract. Please let me know if you have any questions. **NO CELL PHONES SHOULD BE VISABLE DURING CLASS, IF YOU HAVE ARE EXPECTING AN EMERGENCY PHONE CALL, PLEASE LET ME KNOW PRIOR TO CLASS BEGINNING.**

Academic Integrity

A student caught cheating on an exam will receive **no credit** for the exam. Papers that are plagiarized, meaning papers that are another person's work or uses sources that are not properly cited, will also receive **no credit**. I also reserve the right to deal with a situation in which academic dishonesty has occurred according to this institution's policy, which could result in a less than desirable grade and/or a student's suspension from this class and/or dismissal from the college.

***Plagiarism is more than whether or not you use quotations. If you use *any* idea that is not your own, it *must* be cited! Rearranging the words does not count—you still must cite it if it is not your original idea. If you have any questions about what does or does not constitute plagiarism, please ask!**

Formatting of Papers

All papers must:

- (a) be typed on a PC or MAC;

- (b) use either a Times New Roman or CG Roman font in 12pt;
- (c) be formatted with 1" margins on each side;
- (d) include your name and assignment number in the upper left corner of the first page;
- (e) use APA Style Guide for references cited and references page;
- (f) include page numbers; and
- (g) be stapled.

Please note: **I will not accept papers via email.** Any paper turned in through email will be ignored. You may turn a paper in late, but only as a hard copy. I will deduct 10 points from the grade for every class period the paper is late. In other words, a paper that deserved a grade of 95 that was due on a Monday but turned in on Wednesday would receive an 85 instead.

Re-grading Policy

If you feel you have received a grade that does not adequately reflect your performance on your paper, please schedule an appointment to discuss the issue with me after you have carefully reviewed the work in question (in other words, do not immediately approach me with it after class. If you still feel you have been graded unfairly, I will be happy to meet with you during my office hours or a scheduled appointment to discuss your grade with you.

Outline of Course Grades

Percent of Final Grade Due Dates

Please Note: A grade is an assessment of your effort and your abilities. Exceptional work will warrant an A; good work will warrant a B; adequate work will warrant a C; below adequate work warrants a D; a final grade of F means that your work has been unsatisfactory. ***You will receive the grade you earn!***

A+	98% - 100%	B+	87%- 89%	C+	77%- 79%	D+	67%- 69%
A	94% - 97%	B	83%- 86%	C	73%- 76%	D	63%- 66%
A-	90% - 93%	B-	80%- 82%	C-	70%- 72%	D-	60%- 62%

Course Assignments:

Identity Essay (Worth 100 points): Suggested Length: typed, double-spaced 3-4 pages. This essay is a response to the question, "What does it mean to be _____ (your race)?" Some questions to help you get started: Think about your racial background. How has it affected your life? What are some advantages or disadvantages (if any) you have as a result of your racial background? Do you think much about race? Why or why not? However, do not limit your essay to simply answering the above questions. Give some thought to what your race means to you and your life experience.

News Articles (4 @ 25pts each to equal 100 points):

There is a great deal of change happening in our society right now. In addition, we live in a culture that allows us immediate access to information—from both reliable and unreliable sources. Therefore, despite this abundance of information, it is becoming increasingly difficult to tell what is accurate and what is inaccurate. Much of what we will cover this semester can be connected with current events. Your challenge for this assignment is to demonstrate you can make those connections by selecting a current event that coincides with

the topic we are covering for that week. You are only required to do this twice for the first half of the semester and twice for the second half of the semester. In order to receive full credit for the assignment, please bring in a printed copy of a news report from a credible news source with your name written on the top. In order to verify whether or not the news event is credible, you should try and find two other sources to corroborate it. You may write those sources and/or the links to those sources on the bottom or back of your original article. About 5-10 minutes of class time will be set aside at the start of each class for you share your news article.

Reading Discussant (2 @ 50 pts each to equal 100 points):

This class is a seminar, which means it relies heavily on readings and student-led discussion of those readings. There will be "lecture" days in which you will be introduced to new topics and concepts; however, the bulk of our week will consist of reading in the topical area. You are strongly encouraged to think critically about what you read and come to class prepared to discuss your thoughts. Remember: just because you have to read something, doesn't mean you have to agree with it. During the semester, you will be asked to lead the class in a discussion on the reading of your choice. A sign-up sheet will soon follow the distribution of this syllabus. Think about which of the covered topics most interests you and sign up to lead the discussion over one of those readings. By leading the discussion, you will be expected to briefly summarize the reading (one-two paragraphs), present any critiques and/or strengths of the reading (another paragraph or two), and ask the class 3-5 substantive questions geared toward stimulating conversation. Finally include a brief statement (paragraph or two) regarding a Christian response to the reading. You will type these up and turn them in to me for a grade but also use them in class as a guide for the discussion.

Research Paper (100 points)

Students will describe and critically analyze a race-driven issue as it relates to the field of personal interest. Your research project should be one that deals with a particular issue within the context of racism (i.e. racism in the media, racism in schools, etc.). *The more specific your topic, the better!* You can be as creative as you like with regard to the topic, but it must be in the area of race and ethnicity and/or racism. It can be an extension of something we discussed over the course or a new topic. The paper should be approximately 7-10 pages and will be graded on the quality and thoroughness of each analysis, the incorporation of research from other academic sources (at least 4-5), and its clarity and organization. Your paper should also include a Christian response to the issue. **This paper should be turned in through the "Turnitin" website!**

Startup Instruction for your Students

1. Go to www.turnitin.com
2. Click on the **Create Account** link at the top right corner of the page
3. If you have already set up an account in the past, you can log in from this screen, but to set up a student profile, under the section entitled **Create a New Account**, click on **Student**
4. You will need the **Class ID** and **Class Enrollment Password** from your course instructor.

*Note that if a student has an existing profile in the system, the student should log in, click the "Enroll in a Class" tab on the student home page, then use the **Class ID** and **Class Enrollment Password** to add the course.

Student QuickStart Guide with QuickStart Training Video:

https://guides.turnitin.com/01_Manuals_and_Guides/Student/Student_QuickStart_Guide

Problems or Concerns?

- turnitin has extensive documentation and help information at http://www.turnitin.com/en_us/support
- CU's turnitin administrator is Stephen Skaggs srskaggs@campbellsville.edu or (270) 789-5118

The Class ID for turnitin is: **14468779**

The Password is: SOC342-01

Exams (2 @ 100 points each to equal 200):

There are two exams for this course. The first exam will include all material from the beginning of class to midterm. The second exam will cover material for the second part of the class until the end of the semester. The review session for the exam is held the class before the exam. The exams for this course are in-class and closed book. The exams will be held in our classroom and will be multiple choice/essay There are no make-ups for exams without a university sanctioned excuse. University sanctioned excuses are listed in your student handbook.

Attendance:

I will take attendance every day we meet. You will get credit for attendance, particularly on days that require, "homework." Days on which a documentary is shown, you will be expected to write a one-page reaction to the video to turn in the following class period. For days on which a guest speaker is scheduled, you will be expected to turn in 3 questions to ask the speaker during discussion. While not everyone will get a chance to ask all three questions, you will get attendance credit for them. I also reserve the right to require homework in the event of course schedule changes.

Outline of Course Grades:

	Addition to Final Grade
Identity Paper	100
News Articles (x 4 assignments @ 25 pts. each)	100
Exams (100 pts each x 2)	200
Reading Discussant (x2@50 pts. each)	100
Final Paper	100
Attendance & Homework	100
Total	700

Withdrawal Policy:

April 3rd is the last day to drop a full semester course, which means it is the last day to withdraw from a course with receiving an "F" on your transcript. If you are no longer able to fulfill the requirements of the course, please consider the withdraw option. Those who do not officially drop or withdraw from this course will still receive a grade for the class, which usually results in an "F" on one's transcript. I give grades of "Incomplete" only in cases of absolute emergency.

Tentative Class Schedule

Week One: Introduction

January 19 Introduction to the course and Community Standards

I.What is Race, Ethnicity, and Racism in the United States?

Week Two

January 24th **Basic Concepts**

January 26th Traditional Racism Discussion

Due: The journal of Dylan Roof [Tigernet]

Bracken– “Essence, Accident and Race” [Tigernet]

Week Three

January 31st What do we mean by race? The Social Construction of Race

Due: Ten Things Everyone Should Know About Race

http://www.pbs.org/race/000_About/002_04-background-01-x.htm

Essay

February 2nd Class Discussion

Due: Omi and Winant–“Racial Formations” [Gallagher]

Zinn–“Drawing the Color Line” [Gallagher]

Harris– “How Our Skins Got Their Color” [Gallagher]

Week Four

February 7th Then what do we mean by prejudice?

Due: Take the Harvard Implicit Test; Choose the Race Option. The test is located at:
<https://implicit.harvard.edu/implicit/takeatest.html> [Homework: Results Due]

Leduff– “At a Slaughterhouse, Some Things Never Die” [Tigernet]

Blumer: “Race Prejudice as a Sense of Group Position” [Gallagher]

Bayoumi: “How does it feel to be a Problem? Being Young and Arab in in America”
[Tigernet]

February 9th *The Color of Fear* [In-Class: Attendance is mandatory; homework required next class]

Week Five

February 14th What is “white Privilege?”

Due: Rothenberg—*White Privilege*, Parts 3 and 4

February 16th *White Like Me* [In-Class: Attendance is mandatory; homework required next class]

II. History/Evolution of Race and Ethnicity in the U.S.

Week Six

February 21st Is White a Race and What about Asians?

Due: Rothenberg– *White Privilege*, Part Two (only)

Roediger– “Irish American Workers and White Racial Formation” [Tigernet]

February 23rd Class Discussion

Due: *Alexie: The Absolutely True Diary of a Part-Time Indian*

Week Seven

February 28th Native Americans

March 2nd Class Discussion

Due: Zinn– “Columbus, the Indians, and Human Progress” [Tigernet]

Crow Dog– “Civilize Them with a Stick” [Tigernet]

Week Eight

March 7th Black People

March 9th In-Class Discussion of Readings

Due: Allahaar– “When Black People First Became Worth-less”

Barnett– “Southern Horrors” [Tigernet]
Wright– “The Ethics of Living Jim Crow” [Tigernet]

Week Nine Spring Break March 13-17 No Class

Week Ten

March 21st Hispanics/Latinos???

Due: Ngai: “Impossible Subjects” [Tigernet]
Rodriguez– “Hispanics” [Tigernet]

March 23rd Mid-Term

III. Modern Racism–Do Traditional Definitions Still Apply; or, Did They Ever Leave in the First Place?

Week Ten:

March 28th Race, Representation in Sports
In Whose Honor [In-Class: Attendance is mandatory; homework required next class]
Due: Zirin: “Florida State Seminoles...”

March 30th Race and Sports [Guest Speaker: Dr. Eric Carter] ** Attendance is mandatory

Week Eleven

April 4th Race and Representation in Higher Education

April 6th In-Class Discussion of Readings
Due: Susan R. Rankin & Robert D. Reason (2005), “Differing Perceptions: How Students of Color and White Students Perceive Campus Climate for Underrepresented Groups”
<http://www.brynmawr.edu/diversitycouncil/documents/Rankin.pdf>
Janice McCabe (2009), “Racial and Gender Microaggressions on a Predominantly-White Campus: Experiences of Black, Latina/o and White Undergraduates”
<http://www.jstor.org/stable/41658864>

Week Twelve

April 11th Race and Representation in the Mass Media
Due: “Broadcast News Portrayal of Minorities: Accuracy in Reporting” [Gallagher]
“Television and the Politics of Representation” [Gallagher]
“Distorted Reality: Hispanic Characters in TV Entertainment” [Gallagher]

April 13th The Power of Stereotypes and MicroAggressions
Due: Hagan and Rymond-Richmond—“The Collective Dynamics of Racial Dehumanization and Genocidal Victimization in Darfur” [Tigernet]

Week Thirteen

April 18 Racist Structures
Due: “Environmental Justice in the 21st Century...” [Gallagher]
“Why Are There No Supermarkets in My Neighborhood?” [Gallagher]

April 20
Due: “Transformative Assets” [Gallagher]
“Residential Segregation and Neighborhood Conditions in U.S. Metropolitan Areas”

[Gallagher]

Week Fourteen

April 25th Race and the Criminal Justice System

13th [In-Class: Attendance is mandatory; homework required next class]

April 27th

Due: "No Equal Justice" [Gallagher]

"... and the Poor get Prison" [Gallagher]

"Seeing the Big Picture: Race, Education, and Crime" [Gallagher]

Week Fifteen

May 2nd Black Lives Matter, Water Protectors, and Resistance

Due: Coates: *Between the World and Me*, Part I: Pp. 5-71

Due: "The Motivating Force Behind Black Lives Matter" [Tigernet]

May 4th Empathetic Understanding

Due: Coates: *Between the World and Me*, Part II: Pp. 75-end

Final Paper

Week Sixteen

Thursday, May 11th Final Exam 8:00AM



A Word about Snow Days:

There are several factors that make a statement on snow days necessary: 1) Anyone who has spent any time in Kentucky knows that the weather here is entirely unpredictable; 2) Campbellsville University has a good number of both faculty and students who commute on daily basis; and 3) I am one of those faculty commuters. Should Campbellsville University or I cancel classes due to inclement weather and/or hazardous road conditions, please complete the following alternative assignment:

Watch a video from the list below:

1. Food, INC
2. A Place at the Table
3. Mirrors of Privilege
4. Miss-representation
5. The Other Side of Immigration
6. Race: The Power of an Illusion, The House I Live In
7. Inequality for All
8. Citizen Koch
9. People Like Us
10. Requiem for an American Dream

These documentaries are located at various places on the Internet. You should be able to find them with a Google search. In addition to watching the documentary, please turn in a 2-3 page response to the content in the video, including how the documentary is pertinent to the material we have been covering in class, along with an inclusion and reference to one of our course readings. This assignment should be turned in the day we return to class. If we miss again due to another snow day, please repeat the assignment up to three times total. Beyond three missed classes, *which will hopefully never happen*, we will need to restructure the course.