

Bellevue College

SOC 262 Sociology of Race & Ethnicity

Fully Online Course

Sara Sutler-Cohen, Ph.D.

Fall Term September 18th – December 7th

Office Hours – online only

Phone: (425) 564-5722

Email: sara.sutlercohen@bellevuecollege.edu

Website: <http://sarasutlercohen.com>

No On-Campus office this quarter

****If you see underlined, bold, blue words in our syllabus, click on them!
They're links to webpages and will take you somewhere interesting!****

COURSE DESCRIPTION: Race and ethnicity remain hot topics in American society. Good friends, even family members, often disagree about racial issues. Are we in a “post-race” America? Is there a level playing field? Do we still need affirmative action? What does it mean for America that we elected our first Black President? This course begins by examining how race is socially constructed, first by exploring how racial categories have changed over time then by discussing the ways in which these definitions have served the interests of powerful groups. Using pop culture, visual images and archives, and multimedia, you will also explore contemporary representations of race, and analyze how these images intersect with gender, class, and sexuality.

A NOTE ABOUT COURSE CONTENT: Since sociologists examine just about every aspect of the social world, we talk about provocative material. Please be advised that when we explore controversial topics, they will always be framed within an academic context. Keeping in mind that when we find ourselves in a space outside of our comfort zone, it's an opportunity for learning, and you may be confronted with subject matter that is difficult to watch, see, discuss, or listen to. Please note, however, that you will be responsible for any course material you miss if you choose not to participate. If you have any questions or concerns about content or climate, feel free to speak with me about it right away.

READING REQUIREMENTS:

- *Race & Ethnic Relations in the 21st Century: History, Theory, Institutions, and Policy.* Edited by Rashawn Ray. Cognella Publications, 2010.
- Handouts and articles. All handouts (syllabus included) are available on our Canvas site.

STRONGLY RECOMMENDED:

- Any current Dictionary of the English Language
- Any current Sociology Dictionary
- *A Writer's Reference, 6th Ed.* By Diana Hacker. See the companion website [here](#).

STUDENTS WITH DISABILITIES: If you have medical information to share with me in the event of an emergency, please contact me via email or come to see me during office hours. Emergency preparedness is important! If you need course modifications, adaptations, or accommodations because of a disability, I can refer you to our Disability Resource Center (DRC). If you prefer, you may contact them directly by going to B132 or by calling 425.564.2498 or TTY 425.564.4110. Information is also available on their [website](#).

EXPLORE THE LMC! The Library Media Center is at your fingertips! I *strongly* encourage you to visit the LMC at least once a week, but you can also access it via the web. Talk to a Reference Librarian at the Library (D-126), by calling (425) 564-6161, or by [email](#).

- [Main Library Media Center](#)
- [For the LMC online catalog](#)
- [For article databases](#)

LEARNING AND COURSE OUTCOMES: Upon your dedicated participation and subsequent completion of this course, you will demonstrate:

- List basic approaches to the study of race and ethnicity
- Explain the difference between “race” and “ethnicity”
- Describe race and ethnic relations from a sociological perspective
- Articulate how race and ethnicity are social constructs
- Evaluate claims regarding the concept of race
- Recall key historical and sociological facts regarding race and ethnic groups
- Contrast the experiences of selected racial and ethnic groups in the U.S.
- Compare race and ethnic relations in the United States with selected non-U.S. countries
- Apply findings of race and ethnic research to your own life

GENERAL RULES & EXPECTATIONS:

- Check in to our online classroom no less than *four times per week* (*yes – I do keep track!*).
- Complete readings and homework assignments *on time*.
- Late homework assignments *are accepted*, but make-up exams *are not permitted*.
 - Late homework is docked 10% for every day the work is late, including Saturdays and Sundays.
- I expect that your behavior in our virtual classroom be respectful. Continued disrespectful behavior in my class will result in your grade lowering. Please keep your postings to discussion boards (DBs) thoughtful and polite. One-on-one conversations should be taken off-board and onto email so our DBs don't get clogged. If you find at any point that you are uncomfortable with anything posted to a DB, please email me right away.

COURSE REQUIREMENTS: In this course you will be completing assigned readings, participating in discussion board assignments and conducting a research project. The work you do for this class will keep you critically engaged with the world around you from a sociological perspective. There is a Final Exam, and there will be quizzes throughout the quarter. Expect to be writing every week and engaging in sociological research throughout the course of the quarter. The key to this course is your thoughtful reflection on course material –be prepared to share those reflections with your colleagues in class.

ASSESSMENT, EVALUATION, AND ASSIGNMENT DETAILS:

<u>Participation:</u>	150
<u>Main Discussion Boards:</u>	350
<u>Quizzes:</u>	100
<u>Research Project, Total:</u>	250
<u>Final Exam:</u>	150
<u>Total:</u>	1000

Participation points accrue with various short assignments in the Discussion Area, such as your Introductory DB. These are labeled **PARTICIPATION DBs. The Main DB assignments are labeled **MAIN DBs**.**

The Fine Print (or, what I really mean by that table above):

Attendance & Participation: Check in no less than four times per week, be engaged with all of your discussion board assignments, provoke energetic and polite discussion, listen actively, work respectfully with your colleagues in class, take loads of notes from your readings, look up words you don't understand, ask questions, think critically about the world around you, etc.

Main Discussion Board Assignments: The work done in the Discussion Board area will have you engage course material and work closely together. You are expected to participate in these assignments in order to generate critical discussion amongst one another. This method of learning gets you going socially! These assignments are always due on Wednesdays and Saturdays (your initial post goes up Wednesday and your responses to one another are due Saturdays). Your DBs are graded on two things: your original post and your responses (usually two of them) to colleagues of yours in the class. You must do both to earn full credit. A submission with no responses posted earns ½ credit at most, and responses without an original submission receive zero credit.

Participation Discussion Board Assignments: These are meant to support you throughout the course. They are required and the grades get folded into your overall Participation Grade.

Quizzes: These cover everything up through the week you're tested and will usually include multiple choice and short-answer questions. Your responses should be clear and concise. Your short-answer responses must range from no less than one full (four-sentence) paragraph, to two full paragraphs. If you're up on your reading, you should have no problem with these. You will *never* be asked a question out of "left field". Questions will be based on readings, class discussion, and lecture material. Information about point distribution for each question will be on each quiz.

Final Research Paper (6 – 8 pages): You will be conducting research on a topic in the area of sociology of deviance that you choose from a list provided by me. This is peer-reviewed, so be prepared to share your work with one another and give positive, constructive feedback. These research projects will begin in the second week of class; you are expected to work on them throughout the course of the term. Some topic examples are listed in the handout in our virtual classroom. The project is broken up into four increments:

1. **Topic – Due end of Week Two (25 points)**
 - 1 – 2 paragraphs on your chosen topic, including an explanation as to why you chose what you did as well as an answer to the following question: “What do you want to know and why do you want to know it?”
2. **Brief Draft & Bibliography 1 – Due end of Week Four (50 points)**
 - Your brief draft needs an introductory paragraph, three main “points” explained in brief detail on what will take up the body of your first draft and final paper, and a working conclusion. All of this can later be altered.
 - Bibliography 1 should be your research thus far. Five sources, two of which must be scholarly.
3. **First Draft, Bibliography 2 & Peer Evaluation – Due end of Week Seven (3 – 5 pages, 50 points – Peer Eval 25 points)**
 - **Note: Peer Eval is split into two weeks: Week 7 and Week 8)**
 - Your first draft should closely resemble your final paper, *free from grammatical and spelling errors*, cited properly, and well thought-out. You must use either [APA](#) or [MLA](#) format and you must give credit where credit is due. If you’re unsure about proper citation or what plagiarism is, email me right away.
 - Bibliography 2 will contain the sources from Bibliography 1 that you are still using, **plus two additional references**, one of which needs to be academic. If you have discarded any of the previous five sources from Bibliography 1, you need to replace those.
 - The handout for your Peer Evaluation is available in our Canvas Classroom and will accompany a Discussion Board assignment.
 - After consultation with me, you are permitted to submit this as your final paper (which would then need to be 6 – 8 pages), and I will read it as such. Point distribution is adjusted accordingly. Your Final Bibliography will also need to be submitted. See below for details.
4. **Final Paper & Final Bibliography with Annotations – Due end of Week 11 (6 – 8 pages, 100 points)**
 - Your Final Bibliography will include your information from Bibs 1 & 2, with any adjustments you’ve made. You will also **add three new references**, one of which needs to be from an academic journal. This will total ten (10) references, four (4) of which will be academic/scholarly. In addition, you will submit *two annotations* for two of your academic references. More information on annotations are in your research paper resource handout in the Research Paper handouts area.

For all of your written work: Submit proofread work **only**. Work not proofread will be returned *once* for a rewrite, expected to be handed in within 48 hours. If you need help with your writing, please make use of the following student support services:

- [Academic Success Center](#)
- [Academic Tutoring Center](#)
- [TRiO Student Support Services](#)

- [Writing Lab @ BCC](#)

Below is a checklist for you to go over before you hand in each written assignment.

- Twelve-point sized Times font, single-spaced
- 1" margins all around
- MLA Citations where appropriate – you need to give credit to the author/s even where any *ideas* presented in the paper are not your own
- Title pages and bibliographies are not counted in final page count
- Student information is at the top left of the page, single spaced
- There are no extra spaces between paragraphs.
- Paragraphs contain no less than four sentences.
- Magazines, newspapers, journals, and books are *italicized*. Movie titles, article titles, song titles, etc. are “in quotation marks.” Quotes inside of a quotation use ‘single quotation marks.’

Your written work is evaluated on:

- 1) Content
 - a. Fulfilling the assignment.
 - b. Developing your argument and making use of examples and evidence to support your argument.
 - c. Flow of thought throughout the paper, with strong analyses and conclusions.
- 2) Writing Style
 - a. Excellent command of the written English language. In other words, most excellent grammar. **NOTE: If you struggle with grammar and spelling or are an ESL student, please let me know! I'm happy to work with you and point you in the right direction.**
 - b. Clarity of thought.
 - c. Good organization and attention to detail.
 - d. Persuasiveness of your argument/s.
 - e. Creativity. Make it an interesting read!
 - f. PROOFREAD your work. Please do a spell/grammar check before you hand it in.
 - g. Dude, like totally don't write **colloquially**. A conversation is a conversation. A paper is an entirely different set of discussions. ☺

Preventing Plagiarism: Plagiarism is a form of academic dishonesty occurring when students use information or material from outside sources and do not properly cite those sources. This is grounds for disciplinary action. It is your responsibility to understand plagiarism and its consequences. Plagiarism occurs if:

- a. You do not cite quotations and/or attribute borrowed ideas.
- b. You fail to enclose borrowed language in quotation marks.
- c. You do not write summaries and paraphrases in his/her own words and/or doesn't document his/her source.
- d. You turn in work created by another person.
- e. You submit or use your own prior work for a current or past course, or work from one current course in another course *without express permission* from your professors. This may also be considered academic dishonesty.

- f. Consequences: If it is determined that you have plagiarized or engaged in other forms of academic dishonesty, you will likely fail the assignment and possibly the course, despite points earned through other work. Acts of academic dishonesty are reviewed for disciplinary action.

Grading:

Please use the following rubric to help explain the grade you're given for a given assignment. I offer comments on all of your written work and general comments on the Discussion Boards – sometimes more, sometimes less. Please read my comments and do not hesitate to come to me with any questions you ever have on a grade you receive. There is no limit to how many times you email me! My email door is *always* open.

90-100 = A. The A paper shows me you're engaged with the readings, the media, and the lectures in class by utilizing quotes and ideas. It's a paper *completely free* from grammar and spelling errors, and demonstrates your command not only of the English language, but of the form and flow of a solid piece of written work. I also like to see/read/hear your "writing voice." That is, I want your style to come through! Your arguments should be solid and backed up with intellectual ammunition. You should demonstrate a strong understanding of our readings and the in-class media and how they intersect with one another. Your ideas should be "fleshed out" and not just a series of statements, in other words.

80-89 = B. The B tells me you're doing very good work. You may have a couple of grammar issues, but your paper is still tidy and the writing is still strong. You have a firm grasp on the themes in the course but you may not be as well-versed in the readings and/or media and/or lecture material as you could be. I should see that you're being challenged and that you're struggling with the course issues and themes, and what they represent to you in an interconnected way. Your understandings of some of the course materials are stronger than others.

70-79 = C. The C paper means that you're not as invested in the material as I would like to see. Your writing is relatively weaker than it could be and you're not thinking as critically as I would like you to. Some of what you point out I may not follow logically, and your use of the course materials may not be as solid as it could be. You omit some of the important points raised in class.

60-69 = D. Ah, the D. D is for "Don't be Discouraged." I will work closely with each of you as much as time allows, getting you up to speed in class. Your struggles should not be with writing so much at this point but if they are please see me immediately. A D paper is not proofread, nor does it deal critically with the themes in the course. It responds, perhaps, to one part of one of the readings but there is no integration of material and you're not responding to the questions raised in class. Demonstrated understanding of the course materials is not presented clearly, or at all. (NOTE: A D and below may be rewritten **once** if you choose to do so. It must be turned in within 72 hours, and I enter the better grade.)

COURSE OUTLINE AND SCHEDULE:

DO NOT WORK AHEAD MORE THAN ONE WEEK

GENERAL INFORMATION:

- Main Discussion Boards are due Wednesdays and you are required to respond by Saturdays.
- All Research Paper Increments are due Fridays.
- Participation DBs have varying deadlines; some do not require responses.
- All assignments are due by midnight.
- Readings should always be done by Mondays of their given week.
- All deadlines are in the course calendar.

Week One: September 18th – 21st

Readings (please have your reading done by Friday this week only):

- Your Syllabus
- *Race & Ethnic Relations*
 - Race and Ethnic Relations in the Twenty-First Century by Rashawn Ray, pg. 1
 - The Embedded Nature of ‘Race’ Requires a Focused Effort to Remove the Obstacles to a Unified America by Dr. James M. Jones, pg. 7

Assignments:

- Participation I: Personal Introduction due Friday, 9/21. No need to respond unless you’d like to. I do encourage you to socialize here and connect with people on- and off-board.

Week Two: September 24th – 28th

Readings:

- *Race & Ethnic Relations*
 - The Science, Social Construction, and Exploitation of Race by Rashawn Ray, pg. 21
 - The Evolution of Racial Classification by Tukufu Zuberi, pg. 29
 - Racist America: Racist Ideology as a Social Force by Joe R. Feagin, pg. 41
 - White Racism and the Black Experience by St. Clair Drake, pg. 59

Assignments:

- Topic Assignment due Friday, 9/28
- Quiz #1, Open Friday 9/28 – Sunday 9/30

Week Three: October 1st – 5th

Readings:

- *Race & Ethnic Relations*
 - Debates, Major Advances, and Future Directions by Rashawn Ray, pg. 81
 - Racial Formation: Understanding Race and Racism in the Post-Civil Rights Era by Michael Omi & Howard Winant, pg. 91
 - From Bi-Racial to Tri-Racial: Towards a New System of Racial Stratification in the U.S.A. by Eduardo Bonilla-Silva, pg. 109
 - Race Prejudice as a Sense of Group Position by Herbert Blumer, pg. 129

Assignments:

- Main Discussion Board 1; Initial Posting due Wednesday, 10/3. Respond to one person by Saturday, 10/6.

Week Four: October 8th – 12th

October 9th: College Issues Day; college is closed

Readings:

- *Race & Ethnic Relations*
 - Reactions Toward the New Minorities of Western Europe by Thomas E. Pettigrew, pg. 137
 - Racial Attitudes and Relations at the Close of the Twentieth Century by Lawrence D. Bobo, pg. 163
 - Getting Off and Getting Intimate: How Normative Institutional Arrangements Structure Black and White Fraternity Men's Approaches Toward Women by Rashawn Ray & Jason A. Rosow, pg. 197

Assignments:

- Research Paper Brief Draft & Bibliography One due Friday, 10/12
- Quiz #2, Open Friday 10/12– Sunday/10/14

Week Five: October 15th – 19th

Readings:

- *Race & Ethnic Relations*
 - “One-Drop” to Rule them All? Colorism and the Spectrum of Racial Stratification in the Twenty-First Century by Victor Ray, pg. 221
 - The Ties that Bind and Those that Don't: Toward Reconciling Group Threat and Contact Theories of Prejudice by Jeffrey C. Dixon, pg. 233
 - Citizenship, Nationalism, and Human Rights by Shiri Noy, pg. 261

Assignments:

- Discussion Board #2; Initial Posting due Wednesday, 10/17. Respond to one person you do not know by Saturday, 10/20
- Quiz #3, Open Friday 10/19 – Sunday 10/21

Week Six: October 22nd – 25th

October 26th: Faculty Professional Development Day; all classes canceled

Readings:

- “Self-Editing for Students” by Eliza Darling (Located in the Research Paper Resources folder)
- *Race & Ethnic Relations*
 - The Cumulative Pipeline of Persistent Institutional Racism by Rashawn Ray, pg. 269
 - A Different Menu: Racial Residential Segregation and the Persistence of Racial Inequality by Abigail A. Sewel, pg. 279
 - Cracking the Educational Achievement Gap(s) by R. L'Heureux Lewis & Evangeleen Pattison, pg. 291

Assignments:

- Discussion Board #3; Initial Posting due Wednesday, 10/24. Respond to one person you do not know by Saturday, 10/27

Week Seven: October 29th – November 2nd

Readings:

- *Race & Ethnic Relations*
 - Are Emily & Greg More Employable than Lakisha & Jamal? A Field Experiment on Labor Market Discrimination by Marianne Bertrand & Sendhil Mullainathan, pg. 301
 - Black Wealth/White Wealth: Wealth Inequality Trends by Melvin L. Oliver & Thomas M. Shapiro, pg. 329
 - The Mark of a Criminal Record by Devah Pager, pg. 343

Assignments:

- Quiz #4 - Open Friday 11/2 – Sunday 11/4
- First Draft & Bibliography 2 due Friday, November 2nd **Please email a copy of your First Draft and Bibliography to your reading partner.**
- Discussion Board #4; Initial Posting due Wednesday, 10/31. Respond to one person you do not know by Saturday, 11/3.

Week Eight: November 5th – 9th

Readings:

- *Race & Ethnic Relations*
 - Toward a Theory of Race, Crime, and Urban Inequality by Robert J. Sampson & William Julius Wilson
 - Root & Structural Causes of Minority Health & Health Disparities by Keon L. Gilbert & Chikario R. Leak, pg. 369

Assignments:

- Peer Evaluation **Due Friday, November 9th – this includes your partner's paper that you have written comments on. Submit to the Assignments Area.**
- Discussion Board for **Participation Credit.**

Week Nine: November 13th – 16th

November 12th, Veterans Day; college closed

Readings:

- *Race & Ethnic Relations*
 - Engaging Social Change by Embracing Diversity by Rashawn Ray, pg. 383
 - When Is Affirmative Action Fair? On Grievous Harms & Public Remedies by Ira Katznelson, pg. 391
 - Engaging Future Leaders: Peer Education at Work in Colleges & Universities by Alta Mauro & Jason Robertson, pg. 407
 - What Do We Think About Race? by Lawrence D. Bobo, pg. 425

Assignments:

- Quiz #5, Open Friday 11/16 – Sunday 11/18
- Discussion Board Assignment #5; Initial Posting due Wednesday, 11/14. Respond to one person you do not know by Saturday, 11/17.

Week Ten: November 19th – 21st

November 22nd, 23rd Fall Break; college closed

Readings:

- No reading this week.
- Extra Credit Requests taken this week. You must have a grade of C or lower to qualify for an extra credit assignment. **You must email me by Wednesday, 11/21 and request an Extra Credit assignments.** ECs will be different for each student, and are randomly selected. You may earn up to 50 points. **Requests for ECs later than the 21st will not be granted.**

Assignments:

- Discussion Board for **Participation Credit**, Quarter Reflection due Wednesday, 11/21

Week Eleven: November 26th – 30th

- No readings - catch up and study for your final! Final Exam study guide distributed this week.

Assignments:

- Extra Credit assignments due Friday, 11/30
- Final Research Paper, Final Bibliography and 2 Annotations due Friday, 11/30

Week Twelve: December 3rd – 4th

Final Exam due December 7th, 5:00pm to the drop box

Please watch for announcements about our Final Exam.

Here's to a wonderful term!