**SO 330: Race and Ethnic Relations**

**Saint Anselm College**

**T/H: 11:10am-12:25pm – Jean Center Event Space**

**Spring 2021**

Instructor: Kevin Doran, Ph.D.

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Office Hours: Monday 10:00am-12:00pm, Thursday 2:00-3:00pm, and by appointment

This course will introduce sociological perspectives on the construction and implications of racial and ethnic categories (though some will come from disciplines outside of sociology). While the course will cover issues of globalization and transnational/international components of race and ethnicity, we will primarily focus on race and ethnic relations in the United States. The course begins by presenting the sociological perspective of race as a social construction and one that is a product of centuries of “racial projects.” A key conflict that we will wrestle with is the tension between the idea of race as a social construct and the reality that this construct shapes our lived experiences in a fundamental way. The first few weeks of the course are focused on providing us the history of race construction/race relations and the theories that we need in order to analyze contemporary issues of race/ethnic relations, racism and racialized definitions of the self. The course then moves on to cover how race works in the context of major institutions (ex. religion, education, policing, politics, social networks, and the economy). For social work majors, the course is designed to provide several core competencies outlined by the Council on Social Work Education.

**Learning Goals:**

1. Understand the sociological perspectives on race as a social construct and the histories of how our definitions of race were constructed.
2. Demonstrate an understanding of how race and ethnicity intersect with each other as well as with other categories of social experience such as gender, class, sexuality, ethnicity, age, ability, religion and nationality.
3. Critically analyze the significance of race and ethnicity in political, economic and social institutions, and individual experiences, interactions, and identities.
4. Show how social categories function to create and justify systems of advantage and disadvantage in society.
5. Comprehend the diversity and complexity of the experiences of individuals and groups in the United States (at the individual and institutional level).
6. Reflect on ways in which members of other racial/ethnic groups understand their own experiences differ from your own, as well as potential implicit biases that you may have had that could impact your perception of members of different racial/ethnic groups.

**Required Materials:**

Desmond, Matthew and Mustafa Embirayer. 2020. *Race in America, 2nd Edition.* New York: WW Norton (With access to InQuizitive) ISBN: 978-0-393-42862-9

Gallagher, Charles A. 2019. *Rethinking the Color Line, 6th Edition.* Los Angeles: Sage.

Additional articles posted to Canvas as PDFs (Noted with a \* on syllabus)

\*\*\*\*Non-Service learning\*\*\*\* Book/Novel of your choosing (from a selection provided to you)

**Course Requirements:**

\*Non-Service Learning\*

*Exams:* We will have two major exams in the class: a midterm and a final. The midterm is tentatively scheduled for *March 18th* and the final will be held at our scheduled final exam time. As of right now, both exams will be a combination of short answer and essay questions. Essay questions will be provided in advance of the exams so that you will have time to prepare your answers in detail ahead of time.

*Quizzes:* Our textbook comes with an online quizzing software called “InQuizitive.” It is important that the version of the text you purchase gives you access to this and that you enroll in the first week of class. If you buy a used copy of the text, you can purchase access to InQuizitive for this this book directly from the WW Norton website. Before the start of class for which a chapter in *Race in America* **(RIA** in the reading schedule) is due, you will be required to complete the InQuizitive quiz for that chapter. This will ensure that you have retained the information required to comprehend the text, but will do so in a way that does not penalize you for mistakes. The program allows you to continue taking the quiz until you have gotten the correct number of “points”.

*Reflection Assignments:* Throughout the course I will periodically require assignments that require you to reflect on recent course content by responding to a short written prompt (about 1 page). The goal of these assignments will be about reflecting on how the course content connects to your own life and experiences. The exact number of the assignments will depend on the flow of the semester but will likely be about 5-6.

*Online Discussion Questions:* Starting in the second week of class,on days that we read from the *Rethinking the Color Line* reader, or other scholarly work that is not from the *Race in America* textbook, you will be required to post a discussion question that you would like us to talk about in class. These will be due by 9:00am and will help guide discussion and to help me identify issues in the text that need clarification.

*Short Papers:* Those opting not to participate in service learning will complete two short papers. These will be 2-3 pages and based on the book that you choose from the list of option. The first of these papers will focus on the experiences of being a raced person at the individual level. The second paper will focus on how racialized processes are built into social structures and institutions in the book. I will provide specific prompts as these assignments approach. At present, the papers are planned to be due on *March 30th* and *April 29th*.

*Cultural Event Extra Credit*: Over the course of the semester, there will be a number of opportunities to attend cultural events on campus that focus on issues surrounding race and ethnicity. Attending any event on campus that meets this definition, and providing a ½-1 page written summary of the content of the event and its connection to at least one concept/theory/reading from class can earn you up to 20 extra credit points (2 percentage points).

*Participation*: In classes discussing complex social issues, it is vital that all students are active participants in the classroom. This includes not only completing the required readings and actively listening, but also raising questions and participating in the discussions. This requires that you **must complete the readings before** class in order to adequately participate. You should bring the readings/notes with you to class, to reference during discussion if necessary.

I will have material prepared for the class, but I find that the class dynamic works much better when we start with questions or issues that you have about the reading. A number of the readings will be complex and challenging. So, it is a good practice to write down questions that you have prior to the start of class. We will also have designated time for classroom discussion built around the questions that you provide and in response to content that I introduce in class (videos, research findings, etc.).

This is all to say, that active participation is expected, so be ready to talk and contribute. Reading materials not relevant to the day’s content, sleeping, talking, texting, and otherwise violating the electronic devices policy laid out below will result in you being asked to leave class. If this occurs, you will be counted as absent for that day.

\*Service Learning\*

*Exams*: Same as above

*Quizzes*: Same as above

*Online Discussion Questions*: Same as above

*Reflection Assignments*: Not Required

*Short Paper*: You will complete one short paper (due on April 29th) drawing on your experience in service learning. This will model the content of the two short papers required of those not taking the service learning option, but will be built around your service experience rather than a book.

*Service Learning Journal*: You will be required to complete weekly journal reflections on your service learning experience. I will provide weekly prompts for you to reflect on in these journals to Canvas. You’ll complete these in a Google Doc that you and I will share. Each reflection is expected to be about 1 page and will, in part, serve as the basis for your short reflection paper.

*Cultural Event Extra Credit*: Same as above.

*Participation*: Same as above.

**Grading Policy**

Your grade will be based on the above requirements in the following manner:

*Non-Service Learning Service Learning*

Requirement Points Each Total Points Requirement Points Each Total Points

Quizzes 100 Quizzes 100

Midterm 225 225 Midterm 225 225

Final 225 225 Final 225 225

Reflection Assignments 100 100 SL Journal 200 200

Short Papers 125 250 Short Paper 150 150

Participation 100 100 Participation 100 100

Total 1000 Total 1000

Letter grades will be assigned as follows:

|  |  |  |  |  |  |  |
| --- | --- | --- | --- | --- | --- | --- |
| A | 100-93% | (1000-930) |  | C | 76.9-73% | (769-730) |
| A- | 92.9-90% | (929-900) |  | C- | 72.9-70% | (729-700) |
| B+ | 89.9-87% | (899-870) |  | D+ | 69.9-67% | (699-670) |
| B | 86.9-83% | (869-830) |  | D | 66.9-63% | (699-630) |
| B- | 82.9-80% | (829-800) |  | D- | 62.9-60% | (629-600) |
| C+ | 79.9-77% | (799-770) |  | F | <60% | (<600) |

**Additional Policies**

­Makeup Policy: Given the reality of the pandemic, I will need to be flexible regarding make-up exams. I will however need to know in advance if an issue arises. If you have either a health or family emergency that will require you to miss an extended period of time, please contact me. We will work out a plan to make sure that you remain on track once you are able to return to class.

In the absence of a health or family emergency, assignments that are turned in late will be subject to the following procedure. Work that is turned in within 24 hours of the deadline will receive a **ten percentage point reduction** in the score. **An additional ten percentage point reduction** will be applied for each additional day that the work is late.

*Academic Integrity/Plagiarism -* Plagiarism will absolutely not be tolerated in this class. All work in assignments and exams MUST be your own. In your written work, if you are presenting the ideas of someone else or providing a quotation, you must properly cite the author using ASA format. Presenting the work of someone else as your own or cheating on an exam will result in a failing grade (potentially for the course depending on the severity) and potential recourse by the college. (See page 11 of the Student Handbook). For more information on Saint Anselm’s policy on academic integrity see the following link:

http://www.anselm.edu/Library/Research-Help/Research-Tutorials/Academic-Integrity.htm

*Student Disabilities:* Saint Anselm College is committed to meeting the needs of students with documented physical, sensory, psychiatric, and learning disabilities. To disclose a disability and request academic accommodations, please email or call Kenneth Walker, who will assist you in making contact with faculty members and/or arranging support services and accommodations available within the Academic Resource Center (ARC) and elsewhere. To ensure that accommodations are arranged in a timely manner, you are encouraged to make your request at the beginning of each semester.

**For questions concerning support services, documentation guidelines, or disability:**

Academic Resource Center (ARC)

Kenneth J. Walker, Director

Jean Student Center Complex, Top Floor

Tel. (603) 641-7193

kwalker@anselm.edu

**For additional information on documentation guidelines:**

<https://www.anselm.edu/academics/academic-resources/disability-services>

*Electronic Devices -* “As a member of the learning community, each student has a responsibility to other students who are members of the community. When cell phones or pages ring and students respond in class or leave class to respond, it disrupts the class. Therefore, the Office of the Dean prohibits the use by students of cell phones, pagers, PDA’s, or similar communication devices during scheduled classes. Text messaging or accessing information on these devices is likewise forbidden. All such devices must be put in a silent (vibrate) mode and ordinarily should not be taken out during class. Given the fact that these same communication devices are an integral part of the College’s emergency notification system, an exception to this policy would occur when numerous devices activate simultaneously. When this occurs, students may consult their devices to determine if a college emergency exists. If that is not the case, the devices should be immediately put away. Other exceptions to this policy may be granted at the discretion of the instructor” (Student Handbook, p.13).

*Communication -* The best way to contact me is through email. I will check my email at least twice per day (once in the morning and once in the evening) and will respond to most emails within 24 hours. I will use email as the primary means of communication with you outside of the classroom, and will do so with the assumption that you will check your email at least once per day.

**Tentative Reading Schedule (First month of class)**

|  |  |  |  |
| --- | --- | --- | --- |
| Date | Topic | Reading | Assignment |
| Tue-Feb 02 | Introducing the Course | None |  |
| Thu-Feb 04 | Defining Race and Ethnicity | *Snipp - Defining Race and Ethnicity\**  *Feldman - The Biology of Ancestry\** |  |
| Tue-Feb 09 | Defining Race and Ethnicity | *Du Bois - Of Our Spiritual Strivings\** **RTCL** - *Davis Defining Race: Comparative Perspectives* | Discussion Question |
| Thu-Feb 11 | Background and Key Terms | **RIA** - *Chapter 1* | InQuizitive |
| Tue-Feb 16 | Race as an Historical Project | **RTCL** - *Harris - How Our Skins Got Their Color* **RTCL** - *Zinn - Drawing the Color Line* | Discussion Question |
| Thu-Feb 18 | Race as an Historical Project | **RIA** - Chapter 2 | InQuizitive |
| Tue-Feb 23 | Theoretical Perspectives | **RTCL** - *Omi and Winant - Racial Formations* **RTCL** *- Iceland - Race and Ethnicity in America* | Discussion Question |
| Thu-Feb 25 | Theoretical Perspectives | **RTCL** - *Bonilla Silva - Racialized Social System Approach to Racism*  **RTCL** *Patricia Hill Collins - Excerpt on Black Feminist Thought\** | Discussion Question |