SYLLABUS

SOC 3520: Race & Ethnic Relations
Spring Quarter 2018

Meets in Person on March 27, April 17, May 8, May 29
6:00-7:50pm, in Meiklejohn Hall, Room 3060
Online Content Due at 6pm Every Tuesday, March 27 to May 29

Professor: Dr. Duke Austin, PhD
“Dr. Duke”
Office: Meiklejohn Hall 3066
Office Hours: In-person office hours: 8-8:30pm on March 27, April 17, May 8, May 29. Virtual office hours by appointment. Virtual office hours will be held via Zoom at https://csueb.zoom.us/my/dukeaustin
Email: duke.austin@csueastbay.edu
Faculty Website: http://www.csueastbay.edu/directory/profiles/soc/austinduke.html

COURSE DESCRIPTION AND GOALS

This course challenges students to examine racial and ethnic stratification in the United States, including each student’s own position within the nexus of race, ethnicity, and society. In this course, students will:

- Study the theoretical position that race and ethnicity are socially constructed.
- Understand that the stratification of race and ethnicity is a very real and tangible phenomenon that differentially creates barriers and opportunities that in turn affect life chances.
- Learn the difference between individual and institutional racism and the effects of each.
- Examine personal positions within racial and ethnic stratification.
- Acquire tools to combat both individual and institutional racism.

In addition, this course increases mastery of the following Program Learning Outcomes (PLOs) specific to the Sociology Program:

- PLO1: This course helps students understand social diversity with the ability to read and understand academic studies on and critically analyze cultural representations of populations subordinated by race/ethnicity, social class, gender and sexuality.
- PLO3: Through the guest lecture by members of the organization Beats, Rhymes, and Life, this course establishes community relationships with the ability to work collaboratively with community partners through internship placements in local social service agencies that are overseen by social service professionals.
- PLO4: With its focus on critical race theory, this course helps students understand theoretical issues with the ability to read, interpret, integrate, and synthesize abstract sociological arguments and theories.
- PLO5: With its focus on environmental racism and the environmental justice movement, this course will help students promote sustainability by acquiring knowledge of local, national, and global socioeconomic policies and practices that contribute to poverty, resource scarcity, violence, exploitation, and environmental degradation, as well as explore ethical, responsible alternatives to those policies.
REQUIRED COURSE MATERIALS


NOTE: The book is available in the Pioneer Bookstore and on reserve for free at the library. Do not purchase it online. It will not arrive in time. Instead, purchase it at the bookstore. The bookstore will match any online price, and you don’t have to worry about shipping. Alternatively, you can check out the book from the library reserves for free.

In addition, you will need:

- A computer with access to CSUEB Online/Blackboard (bb.csueastbay.edu).
- Microsoft Word. As a CSUEB student, you may download Microsoft Office for free by following the links on the following website: http://www.csueastbay.edu/news/2015/06/06102015.html

CSUEB Online/ BLACKBOARD
bb.csueastbay.edu

Course materials can be found on CSUEB Online (also known as Blackboard). You can access Blackboard at https://bb.csueastbay.edu. Take the time to familiarize yourself with the resources the professor has posted to the course site.

ASSIGNMENTS AND GRADES

Your final grade will reflect your success in demonstrating your critical comprehension of the material. To do well in this class, most students will need to work hard and apply sustained effort throughout the course. That said, working hard does not guarantee an “A.” The final grade is based on the grades you have earned throughout the course. Grades will not be curved.

Your grade will be comprised of following parts, broken down by weight:

<table>
<thead>
<tr>
<th>Component</th>
<th>Weight</th>
</tr>
</thead>
<tbody>
<tr>
<td>Attendance</td>
<td>10%</td>
</tr>
<tr>
<td>Reading Journals</td>
<td>20%</td>
</tr>
<tr>
<td>Vocabulary Quizzes</td>
<td>20%</td>
</tr>
<tr>
<td>Exam 1</td>
<td>25%</td>
</tr>
<tr>
<td>Exam 2</td>
<td>25%</td>
</tr>
<tr>
<td>Extra Credit</td>
<td>up to 4%</td>
</tr>
</tbody>
</table>

Reading Journals

The daily reading journals help students complete, comprehend, and assess the general content of the readings. In addition, they allow the professor to gauge students’ progress in those areas. Complete instructions for the daily assignments can be found on Blackboard in the Course Materials tab.
Submit the reading journals via Blackboard before the due date. Submission links can be found in Course Materials > Weekly Journals. Late assignments are not accepted for any reason. However, your lowest (1) weekly journal grade will be dropped.

**Attendance**

Attendance will be taken each class period. If you arrive to class 0 to 9 minutes late or leave 0 to 9 minutes early, you will forfeit 2 out of 10 points on your attendance grade. If you arrive ten or more minutes late or leave 10 or more minutes early, you will lose 5 points. You are allowed two free absences before your grade is affected.

**Vocabulary Quizzes**

There will be four quizzes throughout the quarter. Each quiz will contain 10-15 multiple choice and fill-in-the-blank questions. The terms on the quiz come from your reading journals, except the first quiz which comes from the syllabus. Your lowest (1) quiz grade will be dropped.

**Exams**

The exams are given in essay format. Unlike multiple-choice exams that tend to only test memorization and regurgitation, the exam in this course is meant to test higher levels of learning including comprehension, assessment, and application of the material to new scenarios. The final exam is not comprehensive.

Each exam will contain 4 concept identification questions and 1 essay question. An exam review guide containing approximately 50 concepts and 5 essay questions is already posted on Blackboard. The exact questions for the final exam are contained within the review guide. Therefore, students have no excuse for not being properly prepared for the exam.

I recommend that you complete the review guide as we progress through the course. You may bring drafts of your definitions and essays to office hours for review. That way, everything that will be on the exam has already been completed and reviewed.

Exams are taken at home and submitted to Turn-It-In via Blackboard.

**Extra-Credit**

In addition to helping students earn their desired grade, the extra-credit for this course is meant to help students apply course material to current events. The professor will announce current events that pertain to course themes via Blackboard. Students may also suggest events or articles for professor approval as possibilities for extra-credit. Students may complete up to 2 extra-credit assignments, each of which has the potential to earn up to 2 percentage points on the overall course grade. Instructions for extra credit assignments can be found on Blackboard.

### ADDITIONAL COURSE POLICIES

**Appealing Your Grade**

If you feel that you have been given an unfair or incorrect grade on an assignment or exam, you may submit a written appeal within 10 business days of receiving the grade. You are responsible for keeping all materials that have been graded and returned to you. If you cannot provide these materials, your grades cannot be appealed.

**Missing Class**

See the sections above for penalties for arriving to class late or leaving early. If you must miss class, contact a fellow student for class notes or read the class notes posted to the discussion board.
**Discussion Board**

Use the discussion board to ask general course questions, current events, lecture notes, and extra credit. First, if you cannot find the location for the readings, ask your question on the discussion board. If you know the answer to someone else’s question, please answer it. Second, please post articles, videos, etc. that pertain to class topics to the discussion board, and feel free to post responses to other peoples’ posts. Third, you must post your lecture notes to the discussion board for the benefit of everyone if you have been given permission to use your laptop to take notes. Finally, you may also post possible extra-credit events to the discussion board. If approved by the professor, these events are available to everyone as extra-credit opportunities.

Take a moment to subscribe to discussion board email notifications. That way you will be informed when a post has been made to the discussion board. Perhaps someone else has already answered that question that you have been trying to solve!

**Equitable Participation Structure**

Unlike most classes, I do not call on volunteers to answer questions and participate in the discussion. I find that this results in a few students contributing to the bulk of the discussion while the majority of students stay out of the discussion. In order to empower a more democratic and equitable learning environment where everyone is asked to be a part of the discussion and to help everyone stay focused during the class, I use an equitable participation structure. This means that I will call on students randomly using notecards that I have shuffled. That way, everyone has the same probability of being called upon during the class. If I call on you, and you are able to contribute to the discussion, your card will go to the bottom of the deck. If you cannot answer the question or you pass, I’ll put you back in the middle to be called on again.

Sometimes, you may wish to participate in the discussion even though you have not been called upon. However, I ask you to limit yourself to raising your hands no more than 3 times during any class period. This will ensure that everyone has a chance to join the conversation.

**Email**

Email is the official means of communication for the university. You need to check your CSUEB email account every business day. Only email your professors using your CSUEB account, not your personal account. Keep in mind that the professor may not be able to respond to email for up to 2 business days. The professor does not respond to email on the weekends.

**Laptops and Other Electronic Devices**

Laptops, cell phones, and similar electronic devices must be silenced and placed in your bag (not on your desk or lap) except when they are needed for specific class-related activities. If you need to leave your phone on for emergency reasons, please notify me at the beginning of class.

To receive permission for using your laptop to take notes, you must email the professor with an explanation of how your laptop-generated notes will improve your performance in the course. You must also promise not to check email, social media, or other non-course related material during the class. If granted permission, you must post your lecture notes to the discussion board each and every class period in which you use your laptop.

Students who must be asked more than once to put away their phone or other electronic device will be asked to leave the classroom and will receive a zero on their daily reading journal grade.

**Additional University Policies**

Please refer to the common CSUEB syllabus items and university policies on Blackboard.
<table>
<thead>
<tr>
<th>Topic</th>
<th>Date</th>
<th>Reading - Due Before Class on the Day Assigned</th>
<th>Assignment - Due before Class on the Day Assigned</th>
<th>Vocabulary – To be Defined in Your Reading Journal</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>Tues, March 27</strong></td>
<td><strong>Meet in Person</strong></td>
<td>Read the syllabus and the “Course Materials” folder on Blackboard.</td>
<td>1. Activate your free New York Times account. 2. Email a confirmation from your horizon account. <strong>In-class quiz on the syllabus and Dr. Duke’s Citation Guide.</strong></td>
<td>No Vocabulary Assigned</td>
</tr>
<tr>
<td><strong>1. American Values, Contemporary Trends</strong></td>
<td><strong>Tues, April 3</strong></td>
<td>&quot;Appendix&quot; (Gallagher 2011) and &quot;Kristen v. Aisha, Brad v. Rasheed&quot; (Braverman 2011), and &quot;Transformative Assets&quot; (Shapiro 2011) in <em>Rethinking the Color Line</em></td>
<td>Reading Journal (3 Chapter Summaries, 1 Lecture Summary, 1 Vocabulary Section, 1 Personal Reflection, 1 Works Cited Section)</td>
<td>Discrimination, Wealth Gap, and Transformative Assets</td>
</tr>
<tr>
<td><strong>2: The Social Construction of Race - Theory</strong></td>
<td><strong>Tues, April 10</strong></td>
<td>&quot;How Our Skins Got Their Color&quot; (Harris 2011), &quot;Drawing the Color Line&quot; (Zinn 2011), &quot;Racial Formations&quot; (Omi &amp; Winant 2011), &quot;Defining Race &amp; Ethnicity&quot; (Snipp 2011), and &quot;Racialized Social System Approach to Racism&quot; (Bonilla-Silva 2011) in <em>Rethinking the Color Line</em></td>
<td>Reading Journal (5 Chapter Summaries, 1 Lecture Summary, 1 Vocabulary Section, 1 Personal Reflection, 1 Works Cited Section)</td>
<td>Administrative Definitions, Cultural Selection, and Melanin, Class Consciousness, and Racism, Race, Racial Formation, and Racialization</td>
</tr>
<tr>
<td><strong>3: The Social Construction of Race - Examples</strong></td>
<td><strong>Tues, April 17</strong></td>
<td>&quot;Defining Race&quot; (Davis 2011), &quot;A Tour of Indian Peoples and Indian Lands&quot; (Wilkins 2011), &quot;Asian American Panethnicity&quot; (Espiritu 2011), &quot;Beyond Black and White&quot; (Lee and Bean 2011), and &quot;The Possibility of New Racial Hierarchy in the 21st Century&quot; (Gans 2011)</td>
<td>Reading Journal (5 Chapter Summaries, 1 Lecture Summary, 1 Vocabulary Section, 1 Personal Reflection, 1 Works Cited Section – Continue this pattern for every reading journal)</td>
<td>Miscegenation, Hypodescent, Egalitarian Pluralism, Blood Quantum, Genocide, Cultural Bias, Pan-Asian Movement, Panethnicity, Black-Non-Black Divide, Dual Racial Hierarchy, Model Minority, Residuals, Biological Constructions, Ethnicity as Racial, Racial Tolerance</td>
</tr>
</tbody>
</table>
## COURSE CALENDAR

<table>
<thead>
<tr>
<th>Topic</th>
<th>Date</th>
<th>Reading - Due Before Class on the Day Assigned</th>
<th>Assignment - Due before Class on the Day Assigned</th>
<th>Vocabulary – To be Defined in Your Reading Journal</th>
</tr>
</thead>
<tbody>
<tr>
<td>4: Racism: Color-Blind Perspective</td>
<td>Tues, April 24</td>
<td>&quot;Color-Blind Privilege&quot; (Gallagher 2011) and &quot;The Ideology of Color-Blindness&quot; (Guinier and Torres 2011)</td>
<td>Reading Journal (Follow the same pattern as before.) Note: This is a light week to give you time to write your practice essays for the exam next week.</td>
<td>Color-Blindness, Optional Ethnicity, Post-Race, Three Rules of Color-Blindness</td>
</tr>
<tr>
<td></td>
<td>Complete Work Online</td>
<td>No readings assigned.</td>
<td>Exam 1 on topics 1 through 4. Class does not meet. The take-home exam will be posted to Blackboard. Exam Time: 6:00-8:00pm</td>
<td>No vocabulary assigned.</td>
</tr>
<tr>
<td></td>
<td>Tues, May 1</td>
<td>No readings assigned.</td>
<td>Reading Journal</td>
<td>Prejudice as a Sense of Group Position, Discrimination, Reverse Discrimination, Merton's Typology (Four Parts), Bigot, Possessive Investment in Whiteness, De Jure Segregation, Urban Renewal, McCarthy</td>
</tr>
<tr>
<td>5: Racism: Critical Race Perspective</td>
<td>Tues, May 8</td>
<td>&quot;Prejudice as a Sense of Group Position&quot; (Blumer 2011), &quot;Race and Gender Discrimination&quot; (Sterba 2011), &quot;Discrimination and the American Creed&quot; (Merton), &quot;The Possessive Investment in Whiteness&quot; (Lipsitz 2011) and &quot;How Does it Feel to be a Problem?&quot; (Bayoumi 2011)</td>
<td>In-class vocabulary quiz on topics 4 and 5, including the Critical Race Perspective Definitions, found on Blackboard.</td>
<td></td>
</tr>
<tr>
<td></td>
<td>Meet in Person</td>
<td>No readings assigned.</td>
<td></td>
<td></td>
</tr>
<tr>
<td></td>
<td>Complete Work Online</td>
<td>&quot;White Space&quot; (Anderson 2015), &quot;The Legacy of Caste&quot; (Anderson, Austin, Holloway, Kulkarni 2012) – NOTE: The last 2 readings are on Blackboard &gt; Course Materials &gt; Readings</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Topic</td>
<td>Date</td>
<td>Reading - Due Before Class on the Day Assigned</td>
<td>Assignment - Due before Class on the Day Assigned</td>
<td>Vocabulary – To be Defined in Your Reading Journal</td>
</tr>
<tr>
<td>----------------------------</td>
<td>---------------------</td>
<td>-------------------------------------------------------------------------------------------------------------</td>
<td>--------------------------------------------------</td>
<td>------------------------------------------------------------------------</td>
</tr>
<tr>
<td>7: Environmental Racism</td>
<td>Tues, May 22</td>
<td>&quot;Environmental Justice in the 21st Century&quot; (Bullard 2011)</td>
<td>Reading Journal</td>
<td>Environmental Justice, Environmental Racism, Racial Apartheid, Global Dumping Grounds</td>
</tr>
<tr>
<td></td>
<td>Complete Work Online</td>
<td>“Crisis in Black and White” (Austin and Miles 2006) – The last reading is on Blackboard &gt; Course Materials &gt; Readings</td>
<td></td>
<td></td>
</tr>
<tr>
<td>EXAM 2</td>
<td>Tues, June 5</td>
<td>No reading due.</td>
<td>Exam 2 on topics 5 through 8. Class does not meet. The take-home exam will be posted to Blackboard. Exam Time: 6:00pm-8:00pm</td>
<td>No vocabulary due.</td>
</tr>
</tbody>
</table>