

Chattanooga State Community College
Chattanooga, Tennessee
Social and Behavioral Sciences Division
Course Syllabus
Fall 2019

SOCI 218 Race and Ethnicity

Welcome!

Welcome to SOCI 218 Race and Ethnicity! Race is about much more than just the color of one's skin. This semester, we'll deliberate about racial inequalities in many different social spaces, such as work, school, and law enforcement. Our society is rapidly changing, so this course will have a futuristic perspective. As a result, this course will emphasize active learning, meaning that you will participate in building solutions to social problems rather than just passively memorize and regurgitate existing information. We will also theorize about the role of race in a technologically advanced future.

Catalog Course Description:

Sociological analysis of racial and ethnic relations in the United States. Historical and sociology overview of race and ethnicity focusing primarily on four ethnic groups: Native Americans, African Americans, Latinos, and Asian Americans. Brief analysis of white ethnic Americans of Irish, Italian, and Jewish ethnicities. Emphasis on group interrelations and their relations with the dominant culture. Global issues of race and ethnicity provide parameters for understanding issues within the United States.

Prerequisites:

N/A

Co-requisites:

N/A

Entry Level Standards:

It is assumed that students entering this course can speak fluent English, read at the college level, engage in college level writing, use basic computer skills, and think critically about concepts presented to them in an academic context.

Textbook/Materials:

No textbook is needed. All readings will be posted to eLearn; they are labeled with the author's name and year.

Required Student Learning Outcomes:

Program Student Learning Outcomes (PSLO)

PSLO 6: The goal of the Social/Behavioral Sciences requirement is (a) to develop in the student an understanding of self and world by examining the content and processes used by social and behavioral sciences to discover, describe, explain, and predict human behavior and social systems; (b) to enhance knowledge of social and cultural institutions and the values of this society and other societies and cultures in the world; and (c) to understand the interdependent nature of the individual, family, and society in shaping human behavior and determining quality of life.

Course Student Learning Outcomes (CSLO)

1. Recognize, describe, and explain how social institutions, structures, and processes along with emergent social change affect understandings of race, ethnic, and cultural relations in America.
2. Think critically about how individuals are influenced by political, geographic, economic, cultural, and family institutions in their own and other diverse cultures and explain how one's own belief system may differ from others.
3. Explore the relationship between the individual and society as it affects the personal behavior, social development and quality of life of the individual, the family and the community.
4. Examine the impact of behavioral and social scientific research on major contemporary issues and their disciplines' effects on individuals and policies.
5. Using the most appropriate principles, methods, and technologies, perceptively and objectively gather, analyze, and present social and behavioral science research data, draw logical conclusions, and apply those conclusions to one's life and society.
6. Take ethical stands based on appropriate research in the social and behavioral sciences.
7. Analyze and communicate the values and processes that are used to formulate theories regarding the social context of individual human behavior in the social and behavioral sciences.

Learning Indicators:

The student's ability to demonstrate the following will be indicators of their success in achieving the program and course level student learning outcomes.

Required Assessment:

All assignments on eLearn are labeled with their due date. See the Guidelines for Assignments handout on eLearn for the rubric and general suggestions for how to do well on these assignments. In addition, the assignment prompts on eLearn have further guidance as appropriate (e.g., information on futurology techniques and library databases).

Assessment Names and Descriptions:

Out-of-Class Work: Individual work that you turn in to the instructor online

1. Current Events Analyses (CSLO 1 and 2). You will use sociological information from the required readings to analyze news coverage of current events.
2. Futurology Applications (CSLO 3 and 6). You will use techniques from the academic field of futures studies to explore solutions to social problems.
3. Library Exploration (CSLO 4, 5, and 7). You will find scholarly articles related to the unit's topic and relate them to the assigned readings and current events.

In-Class Work: Work done in class, often in a pair or group

1. Current Events Analyses (CSLO 1 and 2). Like in the individual current events assignments, you will use sociological information from the required readings to analyze recent news. In these discussions, you will go a step further and develop ways to refine one another's analyses.
2. Futurology Applications (CSLO 3 and 6). Like in the individual futurology assignments, you will use techniques from the academic field of futures studies to explore solutions to social problems. In these discussions, you will go a step further and develop ways to improve futuristic sociology.
3. Roleplay (CSLO 2, 3, and 6). You will take on roles and use sociological information from the required readings to deliberate about a controversial issue.

Futurology Recap: Using a futurology technique to review and conclude the semester (CSLO 3 and 6)

CSLO/Assessment Alignment and grade distribution:

Assessment	CSLO
Current Events Analyses	1 and 2
Futurology Applications	3 and 6
Library Exploration	4, 5, and 7
Roleplay	2, 3, and 6
Futurology Recap	3 and 6

Grade Distribution

Your grade will be determined by the following:

Out-of-Class Work: 60%

In-Class Work: 35%

Futurology Recap: 5%

Total: 100%

Grading Scale or Policy

Final letter grades will be determined as follows. I do not grade on a curve or provide extra credit.

Percentage Values and Corresponding Letter Grade

A: 90.00-100.00

B: 80.00-89.99

C: 70.00-79.99

D: 65.00-69.99

F: 0.00-64.99

Instructor Policies

Late or Missing Assignments

Out-of-class assignments that are not turned in are automatically calculated as a zero. Late out-of-class assignments receive a zero unless official documentation of an emergency is provided. There will be at least one in-class assignment each class period. If you miss class, you will not get credit unless you have official documentation of an emergency. If you arrive late to class, after an assignment has begun, you will receive half credit for that assignment, regardless of whether you finish it within the allotted time.

Turning in Assignments

Submit all work to eLearn. If prompted to upload a file, use only the filetypes .doc, .pdf, or .rtf. Any .pages files will receive an automatic zero. Do not type in the text box; you should save your work to your own device or to the cloud first and then upload to eLearn so that your work is not lost if eLearn encounters technical problems. Only if eLearn is not working may you email me assignments. In that case, I will accept them only if they are sent as an attachment and you include in your email a description of the problem you were experiencing with eLearn, including a screenshot of any error messages you receive. You are still responsible for turning in the assignment on time, and you should notify IT of the problem.

Computer Security

Use a password for your Chattanooga State online account that's different from the passwords you use for other online accounts. If you use the same password for multiple accounts and someone hacks into that system or otherwise finds out your password, it's much easier for them to access your other accounts without your authorization.

Data Mangement

Good data management means saving your work to at least two different sources in two different physical locations to avoid losing it in case of mechanical error, service interruption, hacking, theft, misplacing a device, or other problems. For example, save a copy of each assignment to both your computer and your Google Drive. This applies not only to your work for this course but also to any other course and to your personal

digital files. Good data management also means saving your work every 10 minutes as you're working, or using a service that periodically saves your work automatically.

Required Materials

Please come to class with paper and something to write with.

Instructor Responsiveness

I generally respond to emails within 24 hours and grade assignments within a week from the due date.

College Policy Statements:

This class is governed by the policies and procedures stated in the current Chattanooga State Student Handbook. Click this [link to view College Policy Statements](#).

Calendar

Week of January 14: Introduction

Week of January 21: Wicked Problems

(No classes January 21)

Reading: Head, 2008, "Wicked Problems in Public Policy."

Week of January 28: Work

Reading: Kraybill, Nolt, and Wesner, 2011, "Sources of Enterprise Success in Amish Communities."

Week of February 4: Health

Reading: Ghosh-Dastidar et al., 2014, "Distance to Store, Food Prices, and Obesity in Urban Food Deserts."

Week of February 11: The Body

Reading: Kim and Kim, 2013, "Humanoid Robots as 'The Cultural Other': Are We Able to Love Our Creations?"

Week of February 18: Intersectionality

Reading: Crenshaw, 1989, "Demarginalizing the Intersection of Race and Sex: A Black Feminist Critique of Antidiscrimination Doctrine, Feminist Theory, and Antiracist Politics."

Reading: Rios, 2012, "Stealing a Bag of Potato Chips and Other Crimes of Resistance."

Week of February 25: Education

Reading: Crisp, Taggart, and Nora, 2014, "Undergraduate Latino/a Students: A Systematic Review of Research Identifying Factors Contributing to Academic Success Outcomes."

(No classes week of March 4)

Week of March 11: Segregation

Reading: Park, 2014, "Clubs and the Campus Racial Climate: Student Organizations and Interracial Friendship in College."

Week of March 18: Attitudes

Reading: Craig and Richeson, 2014, "More Diverse Yet Less Tolerant: How the Increasingly Diverse Racial Landscape Affects White Americans' Racial Attitudes."

Week of March 25: Crime and Police

Reading: Lassiter, 2015, "Impossible Criminals: The Suburban Imperatives of America's War on Drugs."

Reading: Cooper, 2015, "War on Drugs Policing and Police Brutality."

Week of April 1: Law

Reading: Moore and Bell, 2017, "The Right to Be Racist in College: Racist Speech, White Institutional Space, and the First Amendment."

Week of April 8: Language

Reading: Meyers and Williamston, 2001, "Race Talk: The Perpetuation of Racism Through Private Discourse."

Week of April 15: Popular Culture

Reading: Kubrin, 2015, "'Come Along and Ride on a Fantastic Voyage': My Journey Through Rap Music Lyrics."

Reading: Rogers, 2006, "From Cultural Exchange to Transculturation: A Review and Reconceptualization of Cultural Appropriation."

Week of April 22: Looking Forward

Reading: Ikemoto, 2005, "Race to Health: Racialized Discourses in a Transhuman World."

Final exam period: Saturday April 27 – Thursday May 2