

GABRIEL AQUINO

SOCI 0202 - 001 **Race and Ethnic Relations**

Class 12:35 pm - 1:25 pm MWF Mod Hall 105

Spring 2010

Office Hours: Monday Wednesday and Friday 2PM to 3PM or by appointment.

Mod Hall 101B

Ext: 8266

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Description:

A study of the phenomena which arise when different biological and cultural groups interact, and of the theories and methods calculated to reduce antipathy and discrimination against minority groups, with an emphasis on American relations.

Prerequisite: SOCI 101

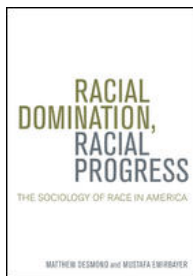
Requirements:

1. All assigned readings are to be completed prior to the scheduled class.
2. There will be a midterm assignment (30 %) and a final assignment (30%).
3. Class participation, including discussions, and in essays is part of your grade (40%).

Grading:

Class and Discussion Participation	40%
Midterm Assignment	30%
Final Assignment	30%
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Do Not Forget About Attendance!	100%

Required Texts:



Racial Domination, Racial Progress:

The Sociology of Race in America

Matthew Desmond and Mustafa Emirbayer

McGraw-Hill Humanities/Social Sciences/Languages; 1 edition

(October 8, 2009)

0072970510 / 9780072970517

Sociological Imagination and Classroom Discussion/Readings:

Although the reading is extensive for some weeks, I expect you to come to class prepared to discuss the material without exception. This not only requires that you read

I, too, sing America.

I am the darker brother.
They send me to eat in
the kitchen
When company comes,
But I laugh,
And eat well,
And grow strong.

Tomorrow,
I'll be at the table
When company comes.
Nobody'll dare
Say to me,
"Eat in the kitchen,"
Then.

Besides,
They'll see how beautiful
I am
And be ashamed -

I, too, am America.

- Langston Hughes,
1925

the material, but that you also interact with the reading. Failure to do so will be reflected in your participation grade.

I would like to keep the classroom discussion-oriented. **This is only possible if you are willing to stay current with the reading schedule** and if you abide by the conventions of civilized discourse. This does not mean “political correctness” in speech, but it does mean that all points of view must be expressed politely and with due respect for differing opinions of others. Finally, your work should reflect sociology and not simply your own opinions. In other words, did you use your “sociological imagination” and base your conclusions and/or contributions on research, not simply anecdotal evidence? This principle applies to all contributions in this class, written and oral alike.

Shared Responsibilities:

Teaching and learning are reciprocal parts of an interactive process. It is my responsibility to come to class prepared to class, share information with you in an intelligible manner, direct you to resources which help you fulfill your tasks, provide you with opportunities to meet outside of class, ensure that the classroom is a place where we are free to respectfully acknowledge and express our differences, answer your questions, simulate creative thought, facilitate discussions, evaluate your progress, and return your work in a timely fashion. It is your responsibility to come prepared to class, ask questions, participate in class discussions, think critically, and apply the concepts you will learn in class, be respectful of others and me in the classroom, and finish your assignments on time. If either one of us fails to live up to these standards, this interaction will break down and education becomes more difficult. To maximize your learning, I expect that you will have the reading completed BEFORE class, you will attend class, and you will inform me when you are having difficulty meeting your obligations. Last, I value your comments regarding the development of the course. If you are particularly pleased or dissatisfied with some aspect of this class, I encourage you to speak to me.

Course objectives:

Throughout this course, you will practice and improve basic skills by:

1. Writing summaries of the assigned readings
2. Orally presenting your ideas in small groups and to the class
3. Applying sociological thinking to important issues
4. Locating information from books, government documents and the internet
5. Problem-solving in small and large group discussion contexts
6. Evaluating for and against a position
7. Choosing and defending a position from alternative viewpoints

End of Course:

At the end of this course you should be able to

1. Demonstrate an understanding of such sociological concepts as assimilation, pluralism, ascribed and achieved status, prejudice, and discrimination;
2. Display basic knowledge of historical, socioeconomic, and political demographics of the United States;

3. Demonstrate critical thinking and understanding about different theories and perspectives pertaining to race, class, gender, and sexuality; and
4. Apply sociological concepts for the analysis of race and ethnicity to personal and/or familial experience.

Grade distribution:

Letter Grade		Number Grade		If a letter grade is assigned this is the number equivalent
A	=	100-93	=	100
A-	=	92-89	=	92
B+	=	88-85	=	88
B	=	84-81	=	84
B-	=	80-77	=	80
C+	=	76-73	=	76
C	=	72-69	=	72
C-	=	68-65	=	68
D+	=	64-61	=	64
D	=	60-57	=	60
D-	=	56-53	=	55
F	=	52-0	=	0

How to tackle the readings:

1. What is the issue being studied?
2. What does the literature claim about the issue?
3. What does the scholar think they will find?
4. Whom is the scholar studying?
5. What is the research design and methods?
6. What are the findings?
7. What are the scholar's conclusions?
8. Are there weaknesses to the author's conclusions? Why or why not?
9. Is this a major theoretical contribution or a minor one?

Course Schedule:

Date	Date	Topic
20-Jan-09	Wednesday	1. RACE IN THE TWENTY-FIRST CENTURY
22-Jan-09	Friday	
25-Jan-09	Monday	PART I: REFLEXIVITY
27-Jan-09	Wednesday	

29-Jan-09	Friday	
1-Feb-09	Monday	2. THE INVENTION OF RACE
3-Feb-09	Wednesday	
5-Feb-09	Friday	
8-Feb-09	Monday	
10-Feb-09	Wednesday	
12-Feb-09	Friday	
15-Feb-09	Monday	PART II: RELATIONALITY
17-Feb-09	Wednesday	
19-Feb-09	Friday	
22-Feb-09	Monday	3. POLITICS
24-Feb-09	Wednesday	
26-Feb-09	Friday	
1-Mar-09	Monday	
3-Mar-09	Wednesday	
5-Mar-09	Friday	
8-Mar-09	Monday	4. ECONOMICS
10-Mar-09	Wednesday	
12-Mar-09	Friday	
15-Mar-09	Monday	Spring Break
17-Mar-09	Wednesday	Spring Break
19-Mar-09	Friday	Spring Break
22-Mar-09	Monday	5. HOUSING
24-Mar-09	Wednesday	
26-Mar-09	Friday	
29-Mar-09	Monday	
31-Mar-09	Wednesday	
2-Apr-09	Friday	
5-Apr-09	Monday	6. CRIME & PUNISHMENT
7-Apr-09	Wednesday	
9-Apr-09	Friday	
12-Apr-09	Monday	7. EDUCATION
14-Apr-09	Wednesday	
16-Apr-09	Friday	Last Day to Withdraw for Full Semester Classes
19-Apr-09	Monday	9. ASSOCIATIONS
20-Apr-09	Tuesday	Follow Monday Schedule
21-Apr-09	Wednesday	
23-Apr-09	Friday	
26-Apr-09	Monday	10. INTIMATE LIFE

I, Too, Sing America.

*I know it's been said before
but not in this voice
of the plátano
and the mango,
marimba y bongó,
not in this sancocho
of inglés
con español.*

*Ay sí,
it's my turn
to oh say
what I see,
I'm going to sing America!
with all America
inside me:
from the soles
of Tierra del Fuego
to the thin waist
of Chiriquí
up the spine of the Mississippi
through the heartland
of the Yanquis
to the great plain face of
Canada --
all of us
singing America,
the whole hemispheric
familia
belting our canción,
singing our brown skin
into that white
and red and blue song --
the big song
that sings
all America,
el canto
que cuenta
con toda América:
un new song!*

*Ya llegó el momento,
our moment
under the sun --
ese sol that shines
on everyone.*

*So, hit it maestro!
give us that Latin beat,
¡Uno-dos-tres!
One-two-three!
Ay sí,
(y bilingually):
Yo también soy América
I, too, am America.*

Julia Alvarez-

28-Apr-09	Wednesday	Community Service Day (classes held)
30-Apr-09	Friday	
3-May-09	Monday	11. TOWARDS RACIAL JUSTICE
5-May-09	Wednesday	
7-May-09	Friday	
10-May-09	Monday	Classes End – Day Division †
19-May-09	Wednesday	Senior Grades Due by Noon

Grading Criteria

Your papers (as well as your exams) will be graded according to the following criteria:

Content

- A- Presenting a main point and using information to support your argument.
- B- Demonstration of your understanding of relevant concepts.
- C- Incorporation of course and outside reading.
- D- Incorporation of original insights.
- E- Responding fully to all questions.
- F- Developing a discussion that incorporates interesting details from multiple sources (personal experience, readings, and/or outside primary or secondary sources).
- G- Demonstrating critical thinking by moving in thought beyond merely summarizing, defining, or reporting to analyzing, synthesizing, evaluating, drawing conclusions, or gaining insight.
- H- Engaging the reader through topic choice, original approach, thorough development, etc.

Organizational Factors

- ❖ Creating a coherent structure with an effective introduction/body/conclusion.
- ❖ Providing a clear introduction that identifies the topic/main point that establishes your intent in the paper.
- ❖ Using transitions where necessary within paragraphs and to introduce new ideas.
- ❖ Concluding in a way to draw main points together.

Language Use and Expression

- ❖ Using accurate and mature vocabulary to make the writing clear and appropriate for conveying your main points.
- ❖ Using clear, direct, complete, varied sentence structure (e.g., free of fragments or run-ons).
- ❖ Maintaining consistent verb tense and pronoun reference.
- ❖ Avoiding slang, colloquialisms, clichés, and jargon.
- ❖ Applying grammar and usage according to acceptable standards for writing.
- ❖ Applying correct mechanical skills (spelling, capitalization, punctuation, etc.)

Elements of Style

- ❖ Paper is typed or neatly word-processed.
- ❖ Paper is proofread and corrected for typos and other errors.
- ❖ Paper is printed on clean paper and stapled.

An 'A' Essay...

- ♻ Addresses the topic of the assignment fully and explores each aspect thoughtfully.
- ♻ Has a clear and substantial thesis.
- ♻ Shows substantial depth, fullness and complexity of thought.
- ♻ Expresses ideas clearly and commands the reader's attention.
- ♻ Demonstrates clear, unified and coherent organization.

- ↳ Is fully developed and detailed with ideas supported by persuasive reasons and well chosen examples or references to class material.
- ↳ Has a superior style (interesting sentence patterns, smooth transitions between ideas, excellent use of vocabulary).
- ↳ Has few, if any, minor errors in grammar, usage or mechanics.

An 'A-/B+' essay:

- ↳ Strongly addresses and explores each aspect of the assignment.
- ↳ Has a clear thesis explored fully in the essay.
- ↳ Shows some depth and complexity of thought.
- ↳ Expresses ideas clearly and in an interesting manner.
- ↳ Demonstrates effective organization.
- ↳ Is well developed with supporting details and appropriate examples or references to class material.
- ↳ Has an effective style (good sentence patterns, transitions between ideas, accurate use of vocabulary).
- ↳ Has few errors in grammar, usage or mechanics.

A 'B/B-' essay:

- ↳ Addresses and explores each aspect of the assignment in a satisfactory way.
- ↳ Has a clear thesis explored adequately in the essay.
- ↳ Shows clarity of thought, but may treat the topic simplistically or repetitively.
- ↳ Clearly communicates ideas.
- ↳ Is adequately organized.
- ↳ Is developed with sufficient examples, reasoning, or references for most of the ideas.
- ↳ Has an adequate style (some variety in sentence patterns, transitions between most ideas, vocabulary accurate for the most part).
- ↳ Has some errors in grammar, usage or mechanics.

A 'C+/C' essay:

- ↳ Inaccurately responds to or neglects part of the assignment.
- ↳ Has a simplistic thesis that may show limited knowledge of the issues involved in the assignment.
- ↳ Lacks focus or demonstrates confused, stereotyped or simplistic thinking.
- ↳ May not always communicate ideas clearly.
- ↳ Is ineffectively organized.
- ↳ May not provide adequate or appropriate details or references to support generalizations, or may provide details without generalizations.
- ↳ Has a stylistic weakness (little variety in sentence patterns, few transitions, and imprecise vocabulary).
- ↳ Has an occasional major error in grammar, usage or mechanics or frequent minor errors.

A 'C-' essay:

- ↳ Indicates confusion about the assignment or neglects important aspects of the assignment.
- ↳ Has an unclear or confusing thesis which shows little understanding of the assignment or which demonstrates a misinterpretation of the assignment.
- ↳ Demonstrates confused thinking.

- ↳ Often fails to communicate ideas clearly.
- ↳ Has very weak organization.
- ↳ Has very little development of ideas; uses very few examples or references to support points.
- ↳ Has an ineffective style (monotonous or fragmented sentence structure, no transitions, simplistic or inaccurate vocabulary).
- ↳ Has many repeated errors in grammar, usage or mechanics.

An essay containing one or more of the following would be considered unsatisfactory:

- ↳ An indication of an inability to comprehend or to respond meaningfully to the assignment.
- ↳ No thesis or has an incomprehensible thesis.
- ↳ Deliberately off-topic.
- ↳ An inability to communicate ideas clearly.
- ↳ Incoherent organization.
- ↳ Incomplete or inappropriate development of ideas.
- ↳ Incoherent style (difficulties with sentence structure, pattern of vocabulary errors).
- ↳ Pervasive pattern of errors in grammar, usage and mechanics.