

# *Moravian College*

## **SOC 357 – Racial and Ethnic Inequality (WI)**

**Dr. Joel Nathan Rosen, Associate Professor of Sociology**

**PPHAC 311**

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**Office Hours: W & F 4p – 5p/Th 4p – 6p or By Appointment**

**\*Check Email Frequently (and make sure that I have your best address)\***

### **Required Text:**

- Frederickson, George M. *Racism: A Short History*. Princeton, NJ: Princeton University Press, 2002.
- Malik, Kenan. *Strange Fruit: Why Both Sides Are Wrong in the Race Debate*. Oxford, UK: OneWorld Publications, 2008.
- Supplemental readings to be distributed (electronically or otherwise) throughout the quarter.

### **Course Objectives:**

- To reintroduce sociology as an academic and practical discipline for exploring social phenomena, and specifically matters pertaining to racial and ethnic stratification
- To provide discussion of historical and contemporary social issues through the prism of race and ethnicity using a variety of sociological perspectives
- To think, write, and speak about the nature of inequality using a sociological imagination

### **Course Requirements:**

Students will be required to compile an annotated bibliography on a topic to be negotiated with the professor, take a midterm exam, write a fifteen to twenty page paper on that same topic (with an oral component), review a book/article (drawn from the above bibliography assignment), and perform other tasks including writing weekly article reviews, taking unannounced quizzes, participating in class-wide discussions,<sup>1</sup> etc., as befitting this type of course, which is writing intensive. Fair warning will precede any due date.

The breakdown of final grades is as follows:

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<sup>1</sup> This section will be using the “Talking Points” method for daily participation (to be explained).

Misc. Work, Reviews, Quizzes, Participation, etc.	20%
Annotated Bibliography Assignment	20%
Book Review Project	20%
Term Paper (with oral component)	20%
Final Exam Grade	20%

As I typically employ letter grades on written assignments, I offer the below list of how each letter translates numerically:

- A+ = 100/A = 96/A- = 93
- B+ = 89/B = 86/B- = 83
- C+ = 79/C = 76/C- = 73
- D+ = 69/D = 66/D- = 63
- F = 59-50 [actual score depends on the severity of the error(s)/student will be notified]
- Failure to turn in work translates into a *ZERO*

### **Grade Scale:**

- A = 100-95/A- = 94-90
- B+ = 89-88/B = 87-84/B- = 83-80
- C+ = 79-78/C = 77-74/C- = 73-70
- D+ = 69-68/D = 67-64/D- = 63-60
- F = 59...

**Grade Advisory** – While I respect that students have to be grade conscious, it is imperative that students understand that:

### ***I treat evaluations as professional—not personal!***

Do not ask from me anything that steps outside the boundaries, and do not wait until *Zero Hour* to inquire as to your status. Moreover, it is your responsibility to keep abreast of your own grade calculations, and unless the circumstances are unique, I'll leave you to your own devices on that matter. Lastly, to save us all needless heartache, and in the interest of propriety and mental health, I also have to insist on a twenty-four hour grace period before I will speak to you about any returned work. You may find that this cooling off period is exactly what we both need to come together rationally and in the spirit of liberal learning.

### **Classroom Decorum and Expectations:**

**Attendance** – Class attendance is mandatory and vitally important to your success.

Failure to attend on a regular basis not only puts your grade in jeopardy but may also be met with a lowered mark for participation.

- There are no excused absences. If you have a legitimate emergency, it is your responsibility to bring it to the attention of your instructor at your earliest convenience.

**Tardiness** – Tardiness to class is not only detrimental to the learning process but quite disruptive and unfair to those who make it to class on time regularly. Recurring tardiness shows a lack of respect for the classroom, the instructor, and one's fellow students and will not be tolerated. Therefore, once the door has been shut, you will not be permitted to enter.

**Deadlines** – Assignment deadlines are exactly that. Students are expected to comply with deadlines in accordance with all rules, guidelines, and expectations of each assignment proffered. Failure to do so will result in a tendering of no-grade for work not done to expectation or submitted on time. The policy for late papers is as follows:

- On minor assignments, you will be allowed to turn in one late assignment as long as it is within twenty-four hours for a ten point deduction. After your one exception, you will no longer enjoy this luxury
- Do not expect me to have to chase you down in order to turn in assignments!

**Participation** – Classroom discussions are a big part of the learning process. Your participation is not requested—it is required. Failure to do so is both in bad taste and could conceivably be detrimental to your ability to learn effectively.

**Disruptions** – Disruptive behavior, including talking, unengaged behavior, i.e. reading a book, magazine, or newspaper, texting, sleeping, chronic tardiness alongside loud entrances, and any other unfortunate breach will not be tolerated. Learning is an active process, and failure to actively engage not only threatens the individual's ability to learn but also affects others.

**Academic Honesty** – You are all responsible for knowing and adhering to the code of academic honesty here at Moravian College. For those of you unfamiliar with this code, it can be found on pages fifty-two through fifty-seven in your student handbook.

**Please Note:** It is your responsibility to see to it that these expectations and guidelines are met satisfactorily and consistently. I take the classroom quite seriously, and I expect all of you to do the same as well.

### **Out of Class Submission Expectations:**

- a title page with a suitable title, your name, the course, section, and my name all spelled correctly
- 12 font (in black) with default margins and spacing set at 1.5 to double

- page numbers
- a *References* section (if necessary) at the end of the work done in the most recent citation form of your choice (depends on your major and other factors). The key here is fluidity and consistency.<sup>2</sup>
- for every unedited internet site there must be at least ***two*** published sources
- with few exceptions, single & two-digit numbers (zero *through* ninety-nine) are to be spelled out; three digits are to be written numerically
- be wary of overuse of abbreviations and/or contractions
- a staple in the upper left hand corner (no frilly covers)

**\*\*Please Note that all in-class work must be done in blue or black ink\*\***

## **On Writing and Research:**

As this is a designated writing intensive course, you should expect that there will be an emphasis placed on written expression in this course. I should also like you to know from the start that I spend a great deal of time pouring over your writing and expect that you will read and explore my commentary on all things ranging from content to grammar, punctuation, and syntax. Please try to check your ego at the doors and realize that this is a learning experience while convincing yourself that blips and missteps are all part of the process.

You should also note that where applicable, this instructor expects his students to deal directly with all matters relating to the citation process. Failure to do so will be dealt with harshly with penalties ranging from a zero on work not properly documented to a formal report to the proper academic disciplinary committee.

## **A Note on Individual Accommodations:**

Students who wish to request accommodations in this class for a disability should contact Elaine Mara, assistant director of learning services for academic and disability support at 1307 Main Street, or by calling 610-861-1510. Accommodations cannot be provided until authorization is received from the Academic Support Center.

Also, as the college's Writing Center is located in a building that is not accessible to persons with mobility impairments, those in need of further assistance or accommodation are encouraged to contact the center at 610/861-1392.

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<sup>2</sup> Work not properly cited will not be graded and could be brought to the Academic Standards Committee under a charge of plagiarism. If you have questions, please seek me out. Also, *Wikipedia* and other types of non-academic encyclopedias will under no circumstances be considered legitimate sources!

*The problem of the twentieth century is the problem of the color-line—the relation of the darker to the lighter races of men in Asia and Africa, in America and the islands of the sea.*

—W. E. B. DuBois

## **Course Sketch Outline:<sup>3</sup>**

**\*\*All Readings to be Announced throughout the Semester\*\***

### **Unit I: Establishing a Common Vocabulary** (Primary Text: Frederickson)

Topics to Be Covered:

- What Is Race?
- Moving toward The Enlightenment
- The Jewish Question
- Race Science and Eugenics in Context
- Race and the Democratic Urge
- Nature & Nature – A Foregone Conclusion?
- Man and Beast
- The Labor Component

**Midterm Exam Date (Friday 12 October)**

**Annotated Bibliographies Due at Midterm (Friday 19 October)**

### **Unit II: Adding a More Modern, Practical Touch** (Primary Text: Malik)

Topics to Be Covered:

- Race Experts
- The Burden of Modernity/Postmodernity
- Romancing Difference
- Explaining Knowledge Today
- Institutionalizing Human Difference
- The New Culture Wars
- Black & Tan
- Is Color-Blindness the Answer?

**Reviews Due (TBA)**

**Papers Due (Wednesday 12 December @ 11:30a)**

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<sup>3</sup> I find that a sketch outline allows us to work to our strengths and our own rhythms as a group. I prefer not to be bogged down by day to day expectations, and I trust you'll get over your initial fears. Also, all due dates are subject to change.