School of Professional Studies

Course No. & Title: SOC 310 ID8W1, Race and Ethnicity
Semester and Term: Spring 2018
Day and Dates: Wednesdays, 1/10/2018 – 2/28/2018
Time: 6pm – 9pm
Campus Location: Bridgeport

Course Description:
Racial and ethnic stratification; causes and consequences of prejudice and discrimination; problems of assimilation and pluralism; racial and ethnic conflict in the U.S. and in other societies.

Instructor & contact information: Charles Phillips
Email: cphillip@bridgeport.edu

Required Textbook:
Race & Ethnic Relations: American & Global Perspectives by Marger
ISBN# 9781285749693 10thed 2015 Cengage

Learning Outcomes:

Upon completion of this course, the student should be able to:

• Explain how race is a political or “social process” concept and not biologically based.
• Describe how ethnic stratification facilitates inequality and an asymmetrical power balance.
• Identify current and future issues of race and ethnicity in the United States.
• Describe the role ideology and power play in racialization processes and of how race categories change over time.
• Evaluate race and racial identity in everyday social interaction and in American society more broadly.
• Explore global issues of ethnic conflict and change in the 21st century.
• Analyze statistical patterns of offending and victimization by race, ethnicity, and gender.
• Explain interaction effects between gender, race, ethnicity, and social class and crime.
• Examine ethnic relations from a comparative perspective through exploring case studies from South Africa, Brazil, Canada and Northern Ireland.

First Assignment Prior to the First Class: Read Chapter 1-2 of the text book
Answer the following question: Complete and Submit a Reflection paper on the readings with an emphasis on How do you think the study of race and ethnic relations is relevant to your current profession in particular and to the 21st century in general.
Assignments/Grading Criteria:

2 page reflection paper 10 points
7 Personal Questions posted on Canvas 35 points
Ethnic Group research paper and power point 30 points
Wrap up Paper 10 points
Attendance and Participation 15 points

100 points

Description of Weekly Sessions:

Week 1 - Chapters 1-2
• Basic Concepts,
• Ethnic Stratification,
Assignment due: Reflection paper on the readings with an emphasis on how you think the study of race and ethnic relations is relevant to your current profession in particular and to the 21st century in general. No more than 2 pages double-spaced

Week 2 - Chapter 3-4
• Tools of Dominance
• Patterns of Ethnic Relations
Assignment due: Personal Critical Thinking Question posed on Canvas:

Week 3 - Chapter 5-6
• Immigration and the Foundation of the American Ethnic Hierarchy
• Native Americans
Assignment due: Personal Critical Thinking Question posed on Canvas

Week 4 - Chapter 7-8
• African Americans
• Hispanics
Assignment due: Personal Critical Thinking Question posed on Canvas

Week 5 - Chapters 9-10
• Canada: Asian Americans
• White Ethnic Americans
Assignment due: Personal Critical Thinking Question posed on Canvas

Week 6 - Chapter 11-12
• Jewish Americans
• Arab Americans
Assignment due: Personal Critical Thinking Question posed on Canvas
Week 7 - Chapter 13-16
- Changing Context of American South Africa
- Brazil
- Canada
- Assignment due: Personal Critical Thinking Question posed on Canvas

Week 8 –
- Assignment due: Ethnic Research Paper and Power point presentation
- Assignment due: Personal Critical Thinking Question posed on Canvas

Letter Grading Scale:

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<tr>
<th>% of Points Earned</th>
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<tr>
<td>100-94</td>
<td>A</td>
<td>76-74</td>
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<td>93-90</td>
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<td>79-77</td>
<td>C+</td>
<td>Below 60</td>
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Grading Rubric for Discussion Postings
Postings will be evaluated for effort, thoroughness, understanding of the assignment, spelling and grammar, and timeliness of posting. Late discussion postings will not be accepted. Timely participation is essential. Please review the grading rubric below for how postings will be evaluated.

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<th>Expectations</th>
<th>Excellent</th>
<th>Fair</th>
<th>Poor</th>
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<td>Contribution to the Classroom: Posting is insightful, thorough, and interesting.</td>
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<td>Inspires Reply Postings from Other Students: A serious effort is made to frame the discussion posting in such a way as to encourage others to reply. Posting generates questions and opens up new avenues for discussion.</td>
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**Research / Thesis Essay**

**Description:** A Research/Thesis Essay is a writing assignment where you may either:

a) research a specific topic to gain better insight and then express your interpretations and evaluations, or,

b) make a persuasive argument or take a stand on an issue and then provide evidence to prove the validity of your points.

It is important to make references to the facts presented in the materials even when expressing opinions. You may use the course text in addition to other primary sources. (A primary source is a document or object that was created during the time under study. For example, a book about the *Declaration of Independence* is a secondary source, while the actual *Declaration of Independence* is a primary source.) The intent of the paper is for you to do research and then convey it in a clear and meaningful way with interpretations and insights.

**Essay Format:**

- APA Style [refer to: http://owl.english.purdue.edu/owl/resource/560/01/]
- Length: 2,000-2,500 words, 4-7 Pages
- Typed using 1” Margins; Double-spaced; 12 point font.
- Include: Your Name; Course Name; Instructor’s Name; Title; and Date.
- Footnotes: Required
- Works Cited: Required
- Use at least three (3) outside sources (books, articles, commentaries).

**Introductory Paragraph:**

Introduce your topic and clearly make a strong thesis statement, which is what you plan to prove or explain in your essay.

**Organizing Ideas:**

- Thesis statement forms the basis of the essay
• Decide on a few key ideas that express your thesis statement
• Each of these key ideas can become their own paragraphs
• Develop your ideas in each paragraph by using examples, giving details, and using quotes
• The use of the first person “I” is not appropriate for a research essay.

**Body of the Essay:**

• Present your ideas in a logical way with references to texts.

**Concluding Paragraph:**

• Reiteration of your thesis statement and summary of your arguments or points.
• Conclude.

**GRADING RUBRIC RESEARCH / THESIS ESSAY**

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<th>Expectations</th>
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<th>Fair</th>
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<td><strong>Introduction:</strong> An engaging introduction, states clearly the main topic and previews the structure of the essay.</td>
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<td><strong>Thesis Statement:</strong> Clearly and concisely states the essay’s purpose, which is engaging and thought-provoking.</td>
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<td><strong>Main Point / Body of the Essay:</strong> Well developed main points/topic sentences that relate directly to the thesis. Each paragraph has thoughtful supporting detail sentences that develop the main idea.</td>
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<td><strong>Organization:</strong> Logical and subtle sequencing of ideas through well-developed paragraphs. Transitions are effective and enhance the organization of the essay.</td>
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<td><strong>Conclusion:</strong> The conclusion is engaging and restates the thesis.</td>
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<td><strong>Style:</strong> Writing is smooth, skillful, and coherent. Sentences are strong and expressive with varied structure. Diction is consistent and words are well chosen.</td>
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<td><strong>Grammar &amp; Mechanics:</strong> Punctuation, capitalization, spelling, paragraphing, spacing, indentation, and margining are proper. The ideas have been properly cited with a variety of citation techniques (quotation/ summary/ paraphrase).</td>
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<td>All cited works, both text and visual, are done in correct format with no errors.</td>
<td>Don in the correct format with no errors. Includes more than 5 major references (e.g. journal articles, books, but no more than two internet sites).</td>
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